



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: William Gough, Vice-Principal Academic and Dean
CONTACT INFO: 416-208-7027, vpdean@utsc.utoronto.ca

PRESENTER: See Sponsor.
CONTACT INFO:

DATE: January 23, 2019 for January 30, 2019

AGENDA ITEM: 9a

ITEM IDENTIFICATION:

External Review of the Department of Arts, Culture and Media.

JURISDICTIONAL INFORMATION:

Under section 5.6 of the Terms of Reference of the University of Toronto Scarborough Academic Affairs Committee (UTSC AAC) provides that the Committee shall receive for information and discussion reviews of academic programs and units consistent with the protocol outlined in the University of Toronto Quality Assurance Process. The reviews are forwarded to the Committee on Academic Policy and Programs for consideration.

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Information] (February 11, 2019)

PREVIOUS ACTION TAKEN:

- Committee on Academic Policy and Programs (AP&P), November 1, 2018 [For Information]. The Committee requested a one-year follow-up report.
- Academic Board, November 22, 2018 [For Information]. The Board was satisfied with the Report from AP&P.

HIGHLIGHTS:

The *Cyclical Review Protocol* “is used to ensure University of Toronto programs meet the highest standards of academic excellence” (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, and

the University's full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews must not exceed 8 years.

The external review of academic programs requires:

- The establishment of a terms of reference;
- The selection of a review team;
- The preparation of a self-study;
- A site visit;
- Receipt of a report from the external review team;
- The preparation of a summary of the review report;
- The Vice-Provost, Academic Programs' formal request for an Administrative Response;
- The Dean and Vice-Principal Academic's formal Administrative Response; and
- Preparation of a Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the Department of Arts, Culture and Media (ACM) and its undergraduate programs, was conducted in the 2017-18 academic year. The review team met with a wide array of stakeholders including UTSC senior academic administrators, the Department Chair, and faculty, staff and students in the Department. As the reviewers acknowledge, ACM is a young Department that is developing its reputation nationally and internationally. They applaud its commitment to quality research and teaching, however, they also identify a number of areas they feel could be addressed, and have made a series of recommendations regarding these areas.

To support strategic planning, the reviewers recommend establishing a departmental mission statement, clearly articulating how its nine programs fit into that vision, and collecting data on post graduation outcomes to assess its impact. The Department agrees that a single, concise statement will enable it to better communicate its vision to multiple publics; as such it will be developing this statement over the 2018-19 academic year. The Department will also continue to build on connections between its programs, and reach out to the Development and Alumni Relations Office (DARO) to develop stronger ties with graduates.

To support undergraduate programs, the reviewers recommend offering students more flexibility in selecting program combinations and courses, streamlining curriculum, ensuring programs combine academic rigor with a range of experiential learning opportunities suitable for artistic students, and addressing shortcomings in student advising. ACM is building new curriculum with a mind to greater flexibility – as demonstrated by recent changes to the program in Music and Culture. It is also actively leveraging its Scarborough location – for example, through the Theatre and Performance Studies program, which promotes collaboration between UTSC, a downtown theatre company and Scarborough high schools. ACM already strongly supports curricular, co-curricular and professional programming across the Department, including promoting opportunities to engage in experiential learning, however, the Dean has recently appointed a Special Advisor on Experiential Education and established an Experiential

Education fund to further support the academic units in their efforts. To support student advising, ACM has hired a full-time Program Advisor who has added significant capacity and expertise. In addition, the Department is returning to an earlier practice of regularly convening meetings of its Program Directors to improve inter-program understanding.

To support faculty and research, the reviewers suggested building on existing leadership and mentorship activities, and made recommendations regarding promoting a strong research culture in the Department. The reviewers also expressed concern about a reliance on stipendiary instructors in some areas of study. ACM will be working with the Vice-Dean Faculty Affairs and Equity on initiatives to support faculty development. The Department is also looking at appointing an Associate Chair, Research to help promote its research culture, but in the meantime, the Associate Chair, Research, Curricular and Co-curricular Programming will be working to advance the ACM research profile. The Department, with the support of the Dean, will be addressing its reliance on stipendiary teaching in several ways, including: reallocating available faculty positions, growing the number of faculty in areas of greatest need, and use of CLTA appointments. It should be noted that ACM successfully completed 3 tenure-stream searches last year. This year, in addition to 3 replacement position searches, there will be one new growth position in Media Studies. All of these efforts will reduce departmental reliance on sessionals.

In terms of space, the reviewers note that the wide distribution of ACM spaces across UTSC makes it more difficult for the Department to function in a coherent way, and they recommend creating a hub space where faculty and students can come together. Space is an historic problem for ACM, and for UTSC more broadly. The recent completion of Highland Hall has somewhat alleviated this issue, and the secondary effects of this recent construction include an opportunity for ACM to address some of their current space needs. The Department will work closely with the Dean's Office, the Office of the Vice-Principal Research, the CAO and the Principal's Office on this effort. For the longer term, the campus is forming a committee to develop a proposal to construct a new dedicated Arts building at UTSC. ACM will have the opportunity to participate in this process.

Finally, the reviewers made several recommendations to improve internal and external communication in the Department, including overhauling the departmental website, creating a departmental newsletter, and improving communication with the Academic Advising & Career Centre, as well as between faculty and staff within the Department. Improving communication is a high priority in the Department, and they have assigned responsibility for initiatives in this area to the Associate Chair, Communications, Experiential Education & Recruitment. ACM has opened communication with Information and Instructional Technology Services (IITS) regarding their website, and they have recently introduced a new departmental newsletter.

The implementation timeline for departmental action is given in the Dean's Administrative Response.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus' operating budget.

RECOMMENDATION:

Presented for information.

DOCUMENTATION PROVIDED:

1. Reviewers Report (Jan 18, 2018)
2. Provostial Summary of the External Review Report (Final)
3. Provostial Request for Administrative Response (July 6, 2018)
4. Dean's Administrative Response (October 9, 2018)

Report of the External Review
of the
Department of Arts, Culture and Media (ACM)
at the
University of Toronto Scarborough (UTSC)
November 1 – 3, 2017

Submitted by:

Professor Kenneth Lum, University of Pennsylvania

Professor Susan O’Neill, Simon Fraser University

Professor Lisa Parks, MIT

Acknowledgements

The Review Committee would like to thank the members of the Department of Arts, Culture and Media (ACM) for their thoughtful preparation for this review, including the comprehensive self-study document. The professionalism and candor of faculty and staff, and the highly articulate reflections of students who participated in the discussions during the campus visit were appreciated.

The Review Committee also thanks the senior administrators at UTSC for their guidance and comments.

Background

The Department of Arts, Culture and Media (ACM) at the University of Toronto Scarborough (UTSC) was established on July 1, 2012, following the departmentalization of the Department of Humanities. This is the first external review of ACM. The University undertakes an external review of each academic unit on a regular 8-year cycle as part of their institutional Quality Assurance Process.

The programs included in the ACM department under review are:

- Art History and Visual Culture, BA: Major, Minor
- Arts Management, BA: Specialist
- Curatorial Studies: Minor (Arts)
- Media Studies, BA: Major, Minor
- Music and Culture, BA: Major, Minor
- Studio, BA: Specialist, Major, Minor
- Theatre and Performance Studies, BA: Major, Minor

Terms of Reference

The Terms of Reference for the External Review Committee asked for comments on six key areas:

1. Programs (objectives, admission requirements, curriculum and program delivery, assessment of learning, quality indicators);
2. Faculty/Research (scope, quality and relevance of faculty research activities; appropriateness of research activities for undergraduate and graduate students; ACM complement plans);
3. Relationships (strength of the morale of faculty, students and staff; scope and nature of relationships with cognate academic units; extent of partnerships with other university and organizations in order to foster research, creative professional activities and to deliver teaching programs; scope and nature of ACM's relationship with external government, academic and professional organizations; social impact of ACM in terms of outreach and impact locally and nationally);
4. Organizational and Financial Structure (appropriateness and effectiveness of ACM's organizational and financial structure, resource allocation and management; opportunities for new revenue generation);
5. Long-range Planning Challenges (consistency with the University's academic plan; appropriateness of complement plan, including balance of tenure-stream and non-tenure stream faculty, enrolment strategy, student financial aid, development/fundraising initiatives, management and leadership);
6. International Comparators (assessment of ACM and the programs under review to the best in Canada/North America and internationally, including areas of strength and opportunities).

External Review Committee

The Review Committee was commissioned by Professor William Gough, Vice-Principal Academic and Dean, UTSC to evaluate, according to the Terms of Reference, ACM's undergraduate programs and to assess ACM's programs against leading international programs in the field, and to make recommendations on areas of improvement and future actions and development.

The Review Committee comprised the following members:

- Professor Kenneth Lum, Fine Arts Department, School of Design, University of Pennsylvania
- Professor Susan O'Neill, Faculty of Education, Simon Fraser University
- Professor Lisa Parks, Comparative Media Studies, Massachusetts Institute of Technology

Introduction

The Review Committee's report contains key findings and recommendations. Guided by its terms of reference and a careful review of documents provided by the Department, as well as discussions with faculty, staff, students and senior University leadership, the Review Committee has endeavoured to assess the accomplishments of ACM and to provide a set of recommendations to support its future ambitions in line with the University's strategic plans.

ACM's self-study document provided an informative and comprehensive overview of the professional and research activities of the Department, the academic programs and teaching, the faculty and staff complement, as well as the strategic directions of the Department, which were summarized in seven sections: 1) ACM profile and themes, 2) Research, graduate programs and departmental research funding, 3) Undergraduate programs, 4) Student perspectives, 5) Communications, 6) UTSC strategic directions and UT priorities, and 7) Resources.

The current state of ACM was described as being in "a state of perpetual planning." It was apparent to the Review Committee during the site visit that members of ACM have made a deliberate effort to engage in conversations about the vision and future of the Department. The Review Committee recognizes the considerable challenges ACM faces in charting a course and a shared vision given that ACM is "a young department," which was only established in July 2012 and has considerable heterogeneity in teaching and research activities. And yet, over this relatively short period of time, there is evidence of ACM's growing reputation nationally and internationally and there has been substantial and rapid growth in ACM's undergraduate enrolments. The Review Committee is unanimous in its endorsement of these achievements and ACM's commitment to quality teaching and learning, research and community engagement. The findings and recommendations of the Review Committee are designed to support ACM's future ambitions and elevate the Department to an even higher level of excellence.

The themes and recommendations here build on the evident openness of faculty, staff, students and the University senior management to embrace this as a pivotal moment of opportunity for re-imagination

and renewal as ACM positions itself within the broader strategic directions of UTSC: to embrace new and emerging areas of scholarship and innovative research, to leverage the uniqueness of the local community and recognize the role of global perspectives, to enhance experiential learning opportunities, and to strengthen and create more cultural opportunities for students and members of the local community to foster connection on the UTSC campus.

The Review Committee identified the following six themes that encompass the main challenges and opportunities for ACM's future development: 1) Coherent vision, 2) Curriculum and student experience, 3) Leadership and mentoring, 4) Research culture, 5) Enlivened and collaborative spaces, 6) Enhanced communication.

Theme 1: Coherent Vision

One of the biggest challenges of ACM has been developing a coherent vision for the department. Currently, nine separate programs comprise ACM. Historically, some of the programs would seem natural fits such as Studio and Art History and Visual Culture. Numerous university or art college departments offer a combined studio and art history curriculum. Some of the other programs such as Journalism seem distant fits if they are to fit at all. The problem is that there is no strong theoretical argument for why the nine programs are indispensable together. While we reviewed documents that explained the historical evolution of the Department, there is no mission statement that convincingly explicates how and why these nine programs are situated together. This is not just a departmental issue; it is a campus-level, administrative issue with the department receiving a mandate to merge these programs into one unit.

Complicating this issue is the unevenness across programs in terms of enrollment, staffing and field coverage. For instance, the art historians we spoke to conveyed a picture of a very diminished program. One instructor was teaching most of the art history courses, which presents the problem of lack of teaching voice and perspective. Art History and Visual Culture is a program that is beleaguered due to few faculty numbers and relatively low student interest. This is compounded by the fact that two of the four members of the faculty of this department are on leave, one until the end of 2017 and the other until the end of June 2018. Another problem is the limited number of courses offered to Studio students. One faculty member is an Africanist, an expert on artistic developments that ensued throughout much of Africa during the just prior and post-colonial era. Another faculty member is an expert on Chinese modern and contemporary art. The only Full Professor in Art History and Visual Culture is knowledgeable about the medieval world (admirably not just of Europe) yet also teaches a course on the Cultural History of Ethiopia. Given the small scale of the program, there are huge gaps in terms of historical periods not regularly covered that may or may not be compensated by numerous sessional instructors. There is no wording on the website regarding the distinction between art history and visual culture. While these two knowledge categories overlap, they are also categories that are in contest with one another. Since Art History and Visual Culture are crucial to the ACM department, it would be good to address these issues and provide some defining language for each of the programs,

including some words relating to why this program is important in the context of the Department's existing nine programs.

Beyond the multiple programs in ACM, there are multiple campuses involved. This also contributes to the difficulty in establishing a coherent vision for the department. The students we met mentioned the difficulty of meeting others enrolled in distant programs within the same department. Journalism is cited because many of the courses take place at Centennial College. There were also other courses in New Media provided at Centennial. One student spoke of how much time it took to take public transit from UTSC to Centennial, never mind returning to UTSC from Centennial. One instructor mentioned that the newish Centennial College building contiguous to UTSC campus was originally meant to house journalism and media, but for reasons not provided, plans changed. There is a haphazard quality to attending to students' needs in the most efficient and productive manner.

While the students we met spoke about the value they placed in meeting and even working jointly with students from other programs in the Department, our sense is that this can give a misleading view that the Department—with its sprawling programs—is working to the benefit of students. The risk is that students function like floating signifiers in a poorly defined department of equally poorly defined programs, forced to adopt and make do within the sprawl, but ultimately underserved in terms of their learning. The scattered locations of ACM programs poses logistical challenges for students, impedes the department's coherence, and adversely affects the educational experience.

What is the vision of the Department of ACM? We were told the Department in its present constitution is the outcome of a revised Department of Humanities that comprised many more programs. According to the self-study document, there is a shared commitment “to theoretical and practical explorations of images, objects, performance, sound and text” in four thematic areas: Contemporary culture in flux; Cultural history, theory and ethics; (Re)making art and culture; and Media, institutions and the politics of participation. While that may be, the ACM Department lacks coherence both in terms of the absence of public language justifying its reason for being and, especially, in terms of its aggregation of programs. Aside from a lack of visionary language, the Review Committee imagines it must be at times nightmarish for staff to administer such a sprawling department. Perhaps, having some area clusters or groupings of naturally or historically fitting programs would be a good starting point to better define the Department. Since nine programs are lot to include in one department, we wonder whether these clusters might make sense in terms of trying to streamline and coherently define ACM's programs as follows:

Track 1 - Art & New Media (Centennial overlap) - both studio/project based

Track 2 - Art History/Visual Culture, Art Management and Curatorial Practice

Track 3 - Journalism (Centennial overlap), Media Studies, Digital Culture

Track 4 - Theater Arts and Performance Studies

Track 5 - Music and Culture

Two examples of the lack of coherent vision and need for better articulation of ACM's programs are as follows:

- The Review Committee was told that each program encourages its students to combine their studies with other ACM programs and/or with other departments. In theory, this sounds interesting, but we are unsure what this means in practice. For instance, on its program website, Music and Culture suggests, as examples, interesting combinations for study such as Music and Arts Management, Music and Journalism or Music and Neuroscience. More opportunities for imaginative and flexible student-led program combinations would enhance the student experience (see below).
- Theatre and Performance Studies seemed to be approached classically from the perspective of a proscenium and stage performing plays in front of an audience. We were unsure whether the program does include performance studies, despite its inclusion as part of the program name. While a broad term performance studies would include performance art, the study or enactment of rituals, acts of proclamations, public events, etc. This is an emerging discipline that could tether Theatre more closely to Studio and even Media, for example.

As the previous paragraph suggests, there are certainly opportunities to further synthesize the programs of the Department. The problem of inadequate and poorly distributed studio and practice spaces that are located throughout the campus exacerbates the lack of coherence in terms of the physical operations of the Department. The sense is that the Department of ACM is everywhere on campus and nowhere in respect to having a coherent presence.

There are many junior level professors who clearly have the knowledge and skill to provide answers to many of our concerns regarding vision. However, the Review Committee wondered if that is the best use of junior professors' time, as they need to work on their own research and creative practices to secure tenure and/or promotion.

While ACM Connects is an important initiative and something which we applaud, we noted the ethnic, racial and social class demographics of the students of UTSC and the absence of language which addresses in any theoretical way the region of Scarborough. While part of the mega-city of Toronto, Scarborough campus feels like a periphery to the center that is the University of Toronto's St. George campus. Scarborough itself is at some distance from the core of Toronto, not just geographically but also psychologically. A Visual Culture course examining Scarborough or suburban contexts might be interesting. There are many opportunities for theorizing Scarborough if only to help students better understand their coming into being, and to understand their individual and group positioning in the context of the world, one defined by social inequity and struggle. ACM encompasses a set of academic disciplines and curricula that can lead such processes. Helping students to see the wider world and the world in which they came from is vital to any would-be artist or cultural worker.

There is at present no data collected of former graduates in terms of their activities post-UTSC. This should be essential information in formulating a coherent vision and assessing its impact.

Theme 2: Curriculum and Student Experience

Closely aligned with Theme 1 and the creation of a coherent vision, the Review Committee appreciates that a re-imagining of ACM's undergraduate curriculum is a significant undertaking. However, in addressing the University's strategic directions, particularly in the areas of innovation, student experience and community connections, ACM has much to offer by clarifying and streamlining the undergraduate curriculum both within and across program areas. This would include opportunities for a range of informed, creative and cross-disciplinary conversations, including those led by students' interests.

The Review Committee believes that this vision will require an educational model that is focused on learning outcomes that are flexible, personalized, industry engaged and data driven. In realizing this vision, ACM is encouraged to apply more resources towards the creation of intentional intersections between research, pedagogy and learning and teaching scholarship to develop programs that combine academic rigor in the classroom/studio with a range of experiential learning opportunities suitable for artistic students in the twenty-first century.

As new technologies emerge, different ways of interacting and collaborating creatively arise with them. In this context, experimentation is a persuasive and powerful tool, and ACM could play a much greater role in developing learning environments that include flexible and collaborative spaces for such tools to be used. While recognizing the value of continuing with the possibility of specialization for some students, the Review Committee invites the ACM to reframe its role in creating such "playable" spaces throughout the undergraduate curriculum. This could include, for example, non-prescribed elective space for students to tailor their degrees in ways that are deeply meaningful for them and that align with their emerging identities. In the context of an ever more open and entrepreneurial twenty-first century artistic landscape, students should be offered meaningful opportunities to cross any perceived boundaries between program areas. The breadth of offering at the ACM could open up to provide a much greater opportunity for the most able and curious students to craft more distinctive identities.

As illustrated through examples the Review Committee were told of successful community partnerships and the imaginative work of ACM's recent graduates, an intrinsic part of artistic responsibility is to be able to convey and impart skills, knowledge and understandings to others and to be conversant with current technological and entrepreneurial advances. Therefore, it is essential to infuse the curriculum with multiple and varied opportunities for students to acquire the essential competencies of leadership, creativity and entrepreneurial capacity, and to be able to utilize appropriate and innovative technologies. The revised curriculum should be grounded in evidence- and inquiry-based pedagogies and, where possible, involve student-led initiatives that provide a balance between theory and practice.

The ACM actively engages with the local community and the Review Committee urges the Department to consider the development of further co-educational experiences with partner organizations. Such experiences will allow students to begin to build a portfolio and understand professional standards. We

were told that the newly constituted “Community Engagement Working Group” had not met yet and we would encourage the group to seek opportunities for bringing research themes that bind faculty together with community partners in ways that will create more personalized pathways for students to engage in experiential and inquiry-based learning. Some such activities are already happening in ACM via the Arts Management and Curatorial programs, and experiences from the faculty who run these programs should be integrated into this working group.

At the same time, students need to be able to complete their degree in a timely manner. Every effort should be made to improve student advising. Current academic advising was described by the students we met as “unhelpful” due to a lack of knowledge of ACM programs and a lack of communication between program areas. The department must make efforts to communicate its curriculum and requirement revisions with the campus’ centralized undergraduate advisors.

The peer mentoring program could also be better utilized to assist students with understanding opportunities and course options. Students indicated that peer advising takes place without credit and takes a lot of time. There is a need to review this practice.

Greater possibilities for course substitutions and online courses would also help to ensure that students can complete their degree in the time period specified.

Theme 3: Leadership and Mentoring

While ACM is impressive in the way that it has responded to the task of integrating nine separate programs, leadership and mentoring are issues that need to be urgently addressed. Since 2012 the current Department Chair has worked carefully and thoughtfully with ACM faculty to oversee the integration of distinct humanities and arts programs in the same department. Through this process, as one faculty member put it, “we now have a sense of ownership” and another insisted, “We are really on the cusp of something.” Faculty spoke favorably about the Chair’s efforts to facilitate discussions and consider issues from multiple perspectives, and clearly have high regard for his administrative skills. One person claimed, “The waters he has navigated us through have been exceptional.” Yet another faculty perceived the situation differently, stating “We have had long meetings but no really substantive connection.” It is our opinion that this Chair inherited an extremely challenging administrative situation and has done the best he could under the circumstances.

The Department was asked to take on the almost impossible task of merging and sustaining nine different programs. This is difficult given that ACM faculty have been trained and professionalized in very different fields. They speak very different academic languages. As mentioned above, Art History, for instance, is quite distinct from Journalism Studies. The foci of Arts Management and Curatorial Studies differ dramatically from that of Media Studies. While there certainly are some overlaps across these nine programs, it has been challenging for ACM to develop an intellectual vision for the department that is equally meaningful and salient to its constituents. Having said this, we recognize the diligence and

hard work of the faculty in trying to create a departmental identity based on the merging together of fields across Art, Art History, Art Management, Curatorial Studies, Journalism, Media Studies, Music and Culture, New Media, and Theater and Performance. Faculty members have shown an incredible amount of good will and earnest roll-up-your sleeves effort in trying to build and define their new department. This is duly noted and should be commended. Yet there is still a need for more intellectual leadership and there should be at least three to four full professors in this growing department. This could be achieved by promoting some of those who have been at the Associate Rank for many years (so long as they have the research and creative work records to warrant advancement) and/or through external searches. Many faculty indicated that there is currently no one in the department that has the rank and experience to serve as Chair, especially of such a complex department. Thus, a senior external hire may be required.

At this stage, there is only one full professor among the ACM faculty. Given how many fields this department is asked to cover there should be better distribution among the ranks. This would enable senior faculty members to help provide intellectual leadership and mentorship of mid-career and junior faculty members across the department's various fields. As it stands, the mid-career and junior faculty members are putting an inordinate amount of time into deliberating the department's new configuration and structure. While this workload is part of any program review, we find that the junior and teaching stream faculty, especially, are the ones who are taking on the work of developing a strong intellectual vision for the department. While their input has been extremely valuable, this service workload takes time away from research and creative activities, which should be the priority for junior and mid-career faculty members at a research university. Beyond this, we find it highly problematic that the Dean's office has not yet officially appointed a new Chair, given that the current Chair is departing the position as of January 1, 2018. Furthermore, he gave notice of his transition more than one year ago. This explicitly exemplifies the challenges posed by a paucity of senior faculty in the Department. ACM lacks a bench of possible Chairs. There seemed to be a consensus that no Associate Professors in the Department were quite ready to serve as Chair. Beyond this, the current Chair has not been promoted to full professor, despite his long tenure at and dedication to the university and his administrative leadership across the shifting sands of the humanities and ACM.

When we asked faculty about whether they were thinking about their research careers and pursuing tenure or full professor promotions, some faculty seemed perplexed. Either they were not aware of the requirements or had received little to no mentorship in this regard. This is unfortunate and the Dean's office should take measures immediately to lead faculty career mentorship workshops, or arrange mentors in other departments in the humanities and arts. One Assistant Professor indicated having an excellent Associate Professor mentor, but this seemed to be the exception rather than the norm. The Vice-Dean, Faculty Affairs and Equity described excellent mentorship workshops and programs in the works and it would be great if these could be implemented right away in ACM. Tenure and teaching stream faculty have different requirements for promotion and this information should be clearly and consistently communicated to all faculty. Beyond this, 60% of the courses in the department are taught by sessional lecturers. Their position in the department and field should be factored into issues of leadership and mentorship as well. ACM should work to avoid situations such as having sessional

lecturers teaching its core classes and having tenure and teaching stream faculty getting stuck in mid-career positions and not being promoted. There are a number of related issues that we found peculiar, including the appointment of a senior lecturer who had an extensive publication record (multiple books published) as an Assistant Professor, as opposed to an Associate Professor with tenure. There is a need for the Dean's office and those handling academic personnel matters to familiarize themselves with tenure and promotion standards in the ACM fields. This may involve understanding the myriad research dimensions of creative and community-based practices more fully and having senior faculty that have the experience to build compelling promotion cases in ACM fields. Otherwise, without strong leadership and mentorship, ACM faculty may be at a disadvantage in trying to pursue research and creative activities careers at UTSC. We perceive this to be a recruitment and retention issue and urge the campus to do what it can to sustain, support, and promote the stellar ACM faculty across the tenure and teaching streams.

Theme 4: Research Culture

The formation of a research culture at ACM has enormous potential, but there are challenges in building a research culture in relation to several issues: lack of knowledge among campus administrators about research in ACM fields; logistics of working across multiple campuses; the diversity of fields in ACM; and inequalities created by different working conditions among teaching stream and tenure stream faculty.

Administrators we met with were very supportive of ACM in principle, but seemed to know little about what research and creative work is done in the Department. Nevertheless, they described it as an “exciting” and “innovative” Department. The acting VP of Research indicated that communication about research opportunities has been a challenge on the campus and he has tried to implement weekly digests, emails, and meetings with departments and chairs to inform faculty about research opportunities. The campus' efforts to develop guidelines for research assessment in community-based practice is very important for many ACM faculty. Despite these initiatives, ACM faculty admit that there is not a research culture yet in the department, and teaching stream faculty report that they are “shut out of research opportunities.”

Some faculty feel their intellectual home is on other campuses given their affiliations with various graduate programs. While ACM faculty have clearly worked hard to try build a research culture, we detected tension between various parts of the Department, which creates challenges. One faculty member indicated “we need language to connect our fields and ambitions more fluidly.” Recent faculty appointments have been in the area of media studies, given the growth of student enrollments in this part of the curriculum, but this leaves faculty in other areas of the department teaching nearly all of the classes in their fields and feeling demoralized about the stature of their field relative to others. Other faculty report serving on many committees and having high service workloads that impede their ability to participate as actively in research as they would like. Some faculty are concerned that having such a diverse number of fields in the department adversely affects the possibility of being promoted.

Faculty indicated “we need more brainpower” in the areas such as transnational media, transmedia storytelling, software studies, digital democracy, and digital methods. Junior faculty reported receiving only \$10,000 in startup funds, which is barely enough for computing equipment to support some ACM faculty research. Startup funds for ACM faculty appointments should be increased and there should be opportunities for faculty to apply for seed funds for their research as well. Faculty receive \$2,000 per year to participate in conferences.

The limited ACM research culture is also felt by students who describe the department as having lots of great classes and potential, but as being scattered and lacking a core or hub that is intelligible to students. Students complained about a lack of communication and knowledge about ACM on campus and about the arts in general. They also indicated faculty “have too much on their plates” and that “it is hard to get one on one time with them.” Despite this, the department has an excellent library liaison who is very committed to supporting the department’s research culture. This staff person gives lectures in ACM classes about undergraduate student research and using the library’s resources.

Given these conditions, we encourage the Dean’s office to provide the incoming chair with extra discretionary funds that could be used to launch research activities, such as a colloquium/lecture series, that would bring faculty together. Faculty and invited guests could present research and creative work. Such funds could also support end of the year student-oriented research slams, art exhibitions, and performances that would bring faculty and students together. It is important that the ACM department build a culture of presenting and sharing research and creative work. From an administrative perspective, it might be helpful to have an Associate Chair in ACM who is appointed to help support research activities, ranging from personnel reviews to department colloquia, events, workshops, and lectures.

Another way ACM has attempted to build its research culture has been to develop a doctoral program proposal. We received this proposal onsite and met with a team of dedicated faculty involved in its development. While we think this is an excellent long-term plan, it is important that crucial administrative issues—such as department coherence and vision, program definition and streamlining, and faculty promotions—get resolved before fully implementing a graduate program. Having said this, we admire the ideas laid out in the early proposal and hope that the administration will see this as a worthy program to support in the future. The faculty involved in its development are top tier, focused, and committed to ACM, and to retain them it will be very important to have a graduate program. We encourage UTSC Vice-Dean Graduate to meet with this group of faculty and advise them on graduate proposal development so that their efforts are woven into the campus’s agendas and strategic planning. One administrator stressed that ACM needs to be sure they have a grad program that is unique and distinct from the downtown campus and its programs.

Theme 5: Enlivened and Collaborative Spaces

Quality and sufficiency of space is often a major issue with creative and performing arts or digital media departments. The teaching, research, and performance spaces of ACM are particularly inadequate. They are scattered across at least five buildings and are not serving faculty or student needs adequately. This is an urgent issue that needs to be addressed and we have broken it down to multiple sub-issues below.

1) Spaces are incoherently distributed throughout campus. While the physical campus is not very large or geographically expansive, reviewers found teaching rooms to be inserted in the most unanticipated manner amidst different floors, wings and buildings throughout the campus. There is no precinct for ACM teaching spaces, for instance. As such, ACM has no symbolic presence anywhere on campus. The sense is that ACM spaces are the residual spaces left over once other departments or schools have received their spaces. The aggregation of ACM spaces feels second hand without much thought for their practicality or quality.

2) The spaces and equipment allocated to ACM are dysfunctional. There was a windowless space for theatre that did not meet ADA standards for accessible design. The so-called Sound Room had a lot of noise due to a large air duct that was exposed and ran across the length of the room. There is no way to make sound recordings in such a noisy room. The media room was small and without proper space for teaching or display of printed works. The two printers in the room were small and, in the view of reviewers, inadequate to students who may imagine more ambitiously scaled works. The time interval for renewal of computers in this lab should be abbreviated from six years to at least five years. One faculty indicated, "I hate teaching in a place where things are never convenient, never set up."

3) Functional spaces are due to staff persistence, vision and ingenuity rather than administrative planning for ACM's unique needs. For instance, the fabrication labs are much improved due to the resourcefulness of one of the technicians seizing an opportunity that arose. He secured additional lab space as well as hand crank era metal work machinery that was no longer in use by the university. The additional space means less demand on the second fabrication lab that adjoins the theatre. The distance between one fab lab and the other is quite far given their respective locations at opposite ends and on different floors of a large and long building complex. Even with improvements, moving works from the fab labs to student studio spaces would still involve carting works outside from one building to another, a task more difficult during inclement weather. There is a need for at least one more tech staff given the myriad spaces that must be monitored, maintained and equipped.

4) Although we did not pay a visit to ACM administrative offices, one administrative assistant complained about faculty members submitting their receipts to another office closer to their teaching spaces rather than directly to her. She cited her office's distance from most of the ACM offices and spaces for this recurring problem.

5) Some music practice spaces are not soundproofed to contiguous teaching spaces. Sound, therefore, leaks out to neighboring spaces.

6) The hall for music performances has no proper separated foyer. Performers must gather in the common hallways to enter and exit the concert hall. The rows of seats also come too far forward and the music instructor must often stand between rows of seats to properly lead students in music practice.

7) There is only one office space for all sessional faculty, and most of ACM's faculty are sessional lecturers, resulting in yet another over-impacted space. Teaching Assistants who support ACM courses need more space too. These TAs and lecturers are unable to meet with students to discuss private matters because rooms are so overcrowded.

The students' biggest complaint was about the lack of adequate space. Students we met mentioned the lack of what they called a "hub space" or a space where students from different lanes of ACM programs could meet and interact. Journalism students, for example, take courses at Centennial, some distance from UTSC (we were told it could take up to an hour by bus to get from one campus to the other). Such a situation exacerbates the diffused social and intellectual environment of ACM students. We suggest the immediate securing of a hub space that is readily accessible to ACM students. We see this as paramount.

All in all, there seems to be little coherence or planning with regard to the allocation ACM spaces. The spaces in the Arts and Administration building were decidedly better with a couple of the rooms having adequate dimensions as large-sized classrooms. We saw two fair-sized spaces, one engaged with painting students and the other band or music practice.

The problem is that the spaces are fundamentally poor in quality and haphazardly located throughout the campus. The campus itself seems over-crowded and students described feeling isolated because of the "bizarre" campus layout. The University seems far behind in terms of building out to match the student population. Such a situation is unfair to students as they deserve a better environment. Many of the courses offered by ACM require more particularized types of spaces suitable for the proper conduct of fine and performing arts classes. As a result, ACM students and faculty must make do with a lot less than non-ACM students and faculty. As administrators admitted, ACM "has done a remarkable job with the space that they have." We recommend immediately improving the spatial configuration of the department and see this as a top priority.

Theme 6: Enhanced Communication

Given the multiple programs that have been merged into one department and its distributed spatial configuration, communication is an ongoing challenge. The Chair has held regular faculty meetings and helped to cultivate strong faculty involvement in Department decision-making and self-definition. Faculty value these meetings and actively embraced the process of reflecting upon their shared values

and intellectual affinities as well as overlaps in their respective fields during the process of preparing the self-report for this review. Faculty seem genuinely excited about ACM and are extremely engaged. They have formed a new constitution, an ACM council, and working groups. The appointment of a new Chair will be important in carrying their collective discussions and decision-making forward and ensuring that their efforts are met with better facilities, more time and support for research and creative work, and more campus support and recognition of the public programming and outreach by ACM faculty and students.

Beyond faculty governance in the department level, there is a need for a much clearer and more coherent communication via the department website. Once a department identity and vision is settled upon we recommend overhauling the website. In addition, we recommend exploring the possibility of a department newsletter distributed once or twice a year so that campus administrators, faculty, students, staff and alumni can follow the accomplishments of ACM. For instance, two faculty received SSHRC grants and students started a new contemporary art gallery in the community after graduating from ACM. The student initiative, Artside Out, has also been very successful. These are the types of news updates that should be communicated and shared at least once per year, if not more regularly. An ACM newsletter is something that journalism students in the department could help to develop.

As mentioned previously in Theme 2 relating to curriculum and student experience, it is important that undergraduate advisors on campus are aware of the changes within ACM so that they can advise students accurately and appropriately. Several faculty and students made comments about this. One faculty indicated “Central advising is misinformed. We do a lot of damage control.” The Department must make efforts to communicate its curriculum and requirement revisions with the campus’ centralized undergraduate advisors.

Staff expressed the need for better communication between faculty and staff regarding a host of issues, ranging from event scheduling to travel reimbursement paperwork. This is something the department chair should handle. Perhaps time could be allocated at a faculty meeting to go over reimbursement protocols so that everyone—faculty and staff—are on the same page regarding such matters. Staff have been in the midst of many of the department’s transitions and have also navigated through a challenging time and their efforts should be recognized as well. They report being overworked and also work in different buildings, which is a problem. They suggest, “we need a building for ourselves (ACM), but humanities always get the last of campus resources!” It might be good for the department to hold a staff appreciation event soon, given how integral ACM staff are to the work lives of faculty and students.

The Chair indicated the Department is doing more recruitment and outreach to attract students to programs with smaller enrolments such as Art History and Curatorial Studies. Further outreach is needed from the Department in the area of Media Industries and Journalism as well so that students have internship possibilities or guest lecturers who can convey what it is like to work in the profession. The same applies to TAPS. Students want theatre professors to have more connections with those in the theatre field. They would like ACM to host an artist in residence in TAPS and to be able to communicate with those working in theater fields.

It might be helpful for the Dean to attend an ACM faculty meeting and get to know the faculty better. Many faculty and staff feel that the administrators on campus do not care about the humanities and the arts. It is important to address this head on and demonstrate support for ACM at multiple levels, especially given all of the time, energy and effort faculty have put into their departmentalization.

Recommendations

To advance positive actions in relation to the themes described above, the Review Committee offers the following recommendations.

Recommendation 1: Continue to build a coherent vision and re-imagine undergraduate programs under the umbrella of clusters or tracks as identified in Theme 1: Coherent Vision. Each cluster should identify streams with different pathways for students to embrace greater opportunities for cross curricular connections and to create more space for student-led collaborative activity.

Recommendation 2: Review and update the department's curriculum and create more personalized pathways for students to engage in experiential and inquiry-based learning. Foster opportunities across program areas for innovative and technology-infused curriculum. Improve student advising and formalize peer mentoring.

Recommendation 3: Ensure that junior faculty members have ample time for research and creative work as well as mentorship so that they are prepared for tenure and promotion. Take efforts to achieve better rank distribution among the ACM faculty so that there are more full professors. Work to remedy disparities between tenure- and teaching-stream faculty.

Recommendation 4: Establish a regular colloquium series and other department events that will help to build a research culture, and facilitate further faculty collaboration and student engagement in research and creative activities.

Recommendation 5: Perform a space audit for ACM and find ways to integrate scattered administrative, teaching, lab and performance spaces. Update equipment in those spaces so that they better serve faculty and student needs. Core to this issue is responding to the expressed student, staff and faculty need for an ACM "hub," "center" or "gathering place."

Recommendation 6: Develop a comprehensive plan for Department communication to ensure flow internally within the Department and campus, and externally to the community and alumni. This plan should include overhauling the Department website, creating a Department event calendar, updating advisors about ACM curriculum changes, and developing an annual newsletter.

Concluding Remarks

In many ways, there is much to celebrate at ACM in terms of the quality and dedication of the faculty and staff, the creative and highly engaged students, the impact and visibility of ACM activities on the UTSC campus, and the community engagement activities and outreach of ACM in the local region. The Review Committee witnessed an abundance of positive enthusiasm for the future of ACM and a strong commitment to respect, inclusion, creativity, innovation and collaboration among faculty, students and staff. Faculty indicated, “We are in a good place right now” and “There is a great deal of energy and new ideas coming to the table.”

The Committee recognized the high regard in which faculty and staff were held by students. Students described professors as “very supportive” and indicated they “go out of their way” to accommodate students. They described staff as “always here for us” and as “the heart of the department.” “They are the constant,” one student indicated. Also of significance was the high regard in which faculty and staff held students in terms of their potential and their capacity, determination and good will to achieve at the highest levels. Students were described as “highly motivated,” “committed” and “a pleasure to work with.” It was clear to the Review Committee that both faculty and staff appreciate the committed and diverse student body at ACM.

Based on the evidence reviewed, including discussions with faculty, staff and students who attended the panel sessions, the Review Committee believes that ACM has the capacity, determination and good will to overcome a number of key challenges that the Department is currently facing. A central challenge which emerges is for ACM to become more coherent in its vision and more deliberate in its structuring and messaging about the Department’s programs. Although the Department has recently begun to explore collaborative opportunities, more needs to be done to assist collaborative development if this is to be purposeful and aligned with a larger strategic vision for the Department.

Although there was ample evidence that ACM has worked tremendously hard over the past five years to envision its identity and converge across program areas, it is apparent that there is still work needed in this regard. A central challenge which emerges is for the ACM to continue to develop a strategic vision and collaborative opportunities across program areas. The Review Committee sees this as a pivotal moment for ACM that offers unprecedented richness of opportunity for re-imagination and renewal through a significant investment in campus facilities that will serve them better.

There is also a need for greater articulation of how ACM can become more focused, more imaginative, more inclusive and more responsive to students’ needs and interests, particularly across program boundaries. This is also a transition period for the Department in terms of its senior leadership and there is an urgent need for the Department to increase the number of Full Professors through new appointments and the mentoring and promotion of mid-career level faculty who can take on more senior leadership roles in the Department. A consistent theme across faculty, staff and students was the considerable challenge of being spread across multiple locations on the campus and need for “a hub”

that would provide collaborative space for cultivating greater innovation as well as entrepreneurial, interdisciplinary and cross-curricular opportunities.

The Review Committee imagines step change possibilities for ACM to build stronger clusters and streams that encompass existing program areas to highlight the synergies and consolidate across program areas. We invite the ACM to push the boundaries in developing, articulating and realizing its vision and potential.

UTQAP Review Summary

Programs Reviewed:	Art History and Visual Culture, B.A., Hons.: Major, Minor Arts Management, B.A., Hons.: Specialist Curatorial Studies: Minor (Arts) Media Studies, B.A., Hons.: Major, Minor Music and Culture, B.A., Hons.: Major, Minor Studio, B.A., Hons.: Specialist, Major, Minor Theatre and Performance Studies, B.A., Hons.: Major, Minor
Unit Reviewed:	Department of Arts, Culture and Media (ACM), University of Toronto Scarborough (UTSC)
Commissioning Officer:	Vice-Principal Academic and Dean, UTSC
Reviewers:	<ol style="list-style-type: none"> 1. Professor Kenneth Lum, Chair, Fine Arts Department, School of Design, University of Pennsylvania 2. Professor Susan O’Neill, Associate Dean, Academic and Research, Faculty of Education, Simon Fraser University 3. Professor Lisa Parks, Comparative Media Studies, Massachusetts Institute of Technology
Date of Review Visit:	November 2 – 3, 2017

Previous Review

Undergraduate Programs

- Theatre and Performance Studies (Major, Minor)
- Music and Culture (Major, Minor)

Date: May 12, 2011 (University Review)

Summary of Findings and Recommendations:

Programs

The reviewers observed the following **strengths**:

Theatre and Performance Studies

- Meeting both qualitative and quantitative expectations, and Department's goals on interdisciplinarity, experiential learning and a multiple-perspective approach.
- Appropriate curriculum ensures competency, depth, and comprehensiveness
- Experiential learning provides a number of links with outside world
- Program has been able to positively shape the post-graduate plans of students

Music and Culture

- Exemplary efforts to maintain its relevance within the Humanities Department and to respond to current research in the discipline
- Innovative curriculum changes within a solid program framework and appropriate emphasis on interactive learning
- Successfully prepares students for post-graduate activities in a number of music-related fields.
- Opportunities for students to enrich their learning through activities outside of the classroom

The reviewers identified the following **areas of concern**:

Theatre and Performance Studies

- Resource intensive
- Relies on the English program to provide a number of its required courses; offers D-level academic work through Supervised Studies and Independent projects rather than regularly scheduled courses

Music and Culture

- Required courses still framed fairly traditionally
- Students enter the program with varying levels of musical background

The reviewers made the following **recommendations**:

Theatre and Performance Studies

- Need a larger rehearsal space

Music and Culture

- Capitalize on unique strengths in contemporary and world music studies and other areas such as media and technology
- Reshape the program so that the need for strong musical literacy is minimized, aligning program objectives and student achievement
- Create more specialized space for these programs

Faculty/Research

The reviewers observed the following **strengths**:

Theatre and Performance Studies

- Faculty committed to teaching, coaching, directing and advising students.

Music and Culture

- High level of scholarly activity; dedicated, collegial and responsive to change.
- Committed to bringing their scholarship into the classroom in a purposeful way

The reviewers identified the following **areas of concern**:

Theatre and Performance Studies

- Links to scholarship and rigour in the discipline are somewhat problematic
- Acute shortage of full-time faculty

Music and Culture

- Small tenure-track complement (3) and limited additional teaching resources
- Faculty are very stretched in ability to deliver program

The reviewers made the following **recommendations**:

Theatre and Performance Studies

- Share supervision, direction, production workload among all faculty
- Hire an additional faculty member or hire another full-time practitioner who can teach practical courses, supervise practical projects, and provide additional administrative support

Music and Culture

- A new tenure-track position should be considered a priority
- Recently hired faculty should play a central role in designing the program structure as it continues to evolve

Undergraduate Programs

- Art and Culture, Studio Stream (Specialist)
- Art History (Major, Minor)
- Arts Management (Specialist)
- Studio (Major, Minor)

Date: August 15, 2011 (University Review)

Summary of Findings and Recommendations:

Programs

The reviewers observed the following **strengths**:

- Programs contribute to the well being and existing reputation of UTSC
- Arts Management program is unique, one of only two such undergraduate programs in Canada

The reviewers identified the following **areas of concern**:

- Absence of a clearly outlined pathway for integrated study.

The reviewers made the following **recommendations**:

- Develop a cohesive, interdisciplinary program of study for students interested in careers in the visual arts – an integrated collective comprised of Art History, Studio, and Arts Management

Faculty/Research

The reviewers observed the following **strengths**:

- Art History: faculty demonstrate solid curatorial/museological strength
- Studio: faculty have recognized career achievements

The reviewers made the following **recommendations**:

- Retirement replacement hires should be in Canadian/North American art, including Indigenous art

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

1. About the University and UTSC: UTSC Strategic Plan (2014/15 – 2018/19); UTSC Academic Plan (2015-20); UTSC By the Numbers; UTSC Admissions Viewbook (2018-19).
2. About the Review: Terms of Reference; Site Visit Schedule.
3. About the Department: Unit Academic Plan; Unit Self Study, plus Appendices.

4. About Programs and Courses: Description of ACM programs; and description of ACM courses; Course Syllabi; Course Enrolments from 2007 to Summer 2017.
5. Faculty CVs.

Consultation Process

The reviewers met with the following: the decanal group, including the Vice-Principal Academic and Dean, Vice-Dean Undergraduate, Vice-Dean Graduate, Vice-Dean Faculty Affairs and Equity, Assistant Dean Academic, and Academic Programs Officer; the Vice-Principal Research; the Chair of the Department of Arts, Culture and Media; junior and senior members of the faculty from all areas of study; undergraduate students; administrative staff from the Office of Arts and Science Co-op; departmental technical staff; departmental administrative staff; and library staff.

Current Review: Findings and Recommendations

1. Undergraduate Program

The reviewers observed the following **strengths**:

- Student Engagement, Experience & Program Support Services
 - Engaged in outreach efforts for programs with smaller enrolments
- Quality Indicators – Students
 - Undergraduate enrolment is growing
 - Students are highly motivated and committed to the programs

The reviewers identified the following **areas of concern**:

- Curriculum and program delivery
 - Limited disciplinary breadth in smaller programs; course gaps in Art History and Visual Culture
 - 60% of the courses in the department are taught by sessional lecturers
- Student Engagement, Experience & Program Support Services
 - No post-graduation outcome data
 - Students have difficulty meeting with other students from across different programs and campus/campuses (including Centennial College)
 - Inadequate student advising
 - Issues with peer mentoring
 - Lack of faculty engagement with students; faculty “have too much on their plates”
- Quality Indicators – Students
 - Uneven enrolment across programs
 - Relatively low interest in Art History and Visual Culture programs

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - Focus on “flexible” learning outcomes, allowing student-led program combinations with “playable spaces” for students to explore their interests
 - Clarify/streamline curriculum within and across programs to allow students to select cross-program combinations more efficiently
 - Develop curricular intersections between research, pedagogy, and learning, in a variety of teaching settings
 - Infuse curriculum with experiences to teach students skills in leadership, creativity, entrepreneurship, and innovative technologies
 - Increase online courses and course substitutions to improve time to completion
- Accessibility and Diversity
 - Cater to student demographics and student population; diversify course offerings and include topics related to suburban contexts, such as a Visual Culture
- Student Engagement, Experience & Program Support Services
 - Consider developing additional co-curricular activities
 - Track post-graduation outcomes—central to building departmental vision
 - Work with centralized campus advisors to effectively communicate the Department’s curriculum and requirements
 - Review and improve peer mentoring
 - Provide funds from Dean’s Office to host events and research opportunities that bring students and faculty together

2. Faculty/Research

The reviewers observed the following **strengths**:

- Faculty
 - Have engaged in a lot of hard work to bring all the programs together under the new Department structure
 - Students note that faculty are very supportive and accommodating

The reviewers identified the following **areas of concern**:

- Research
 - Heavy service workload detracting from research time, especially for junior faculty
 - Limited start-up funds for some new faculty in certain research areas
- Faculty

- Need for more intellectual leadership
- Associate professors are not seeking promotion to full professor; lack of awareness of tenure and promotions processes
- Faculty are connected with different graduate programs, making it difficult to create a sense of faculty coherence in the Department
- Few faculty in Art History and Visual Culture

The reviewers made the following **recommendations**:

- Research
 - Increase start-up funds for new faculty
 - Ensure junior faculty have ample time for research and creative work
- Faculty
 - Hire more faculty, including external senior hire
 - Create opportunities for career mentorship, and ways to prepare faculty for tenure and promotion

3. Administration

The reviewers observed the following **strengths**:

- Relationships
 - Positive enthusiasm among faculty, staff and students
 - Students say the staff are the “heart of the department,” especially during departmental changes
 - Department committed to respect, inclusion, creativity, innovation and collaboration
 - Chair holds regular faculty meetings, which has cultivated strong faculty involvement
- Organizational and Financial Structure
 - Excellent library liaison supporting department and research culture
 - Department leadership is committed to community engagement
 - Chair’s administrative capabilities are praised, especially when handling transition challenges
 - Some functional spaces due to staff persistence, vision and ingenuity
- International Comparators
 - Department has built impressive reputation in short time since establishment

The reviewers identified the following **areas of concern**:

- Relationships
 - Students note lack of communication on campus about the arts
 - Limited knowledge of research and creative work of Department among administrators

- Challenges to building a research culture in the Department
- Organizational and Financial Structure
 - Inadequate teaching, research, performance and administrative spaces are distributed across campus and dysfunctional
 - Some music spaces are not soundproof; music hall lacks separated foyer, and seating is too far forward for proper instructor placement
 - Lack of space for sessional faculty and teaching assistants
 - Lack of student “hub” space
 - Large number of programs are spread out and have little overlap, posing challenges for staff responsible for their administration
 - Website has no definition for each program area, and lack of news items highlighting faculty and student successes
- Long-range Planning & Overall Assessment
 - Lack of clarity around a cohesive Department vision or mission statement
 - No strong theoretical argument for placing programs together
 - Creating a research culture has been challenging, and teaching steam faculty feel “shut out of research opportunities”
 - Lack of associate professors ready to be appointed as Chair

The reviewers made the following **recommendations**:

- Relationships
 - Establish more connections between research areas
 - Improve faculty/staff communication regarding some administrative processes; could use part of a faculty meeting to go over this
- Organizational and Financial Structure
 - Urgently prioritize improvements to Departmental spaces
 - Student hub space should be paramount
 - Provide clear and coherent online information to internal community and alumni
 - Consider creating “tracks” which group certain programs together to establish more coherence and efficiency in offerings
 - Consider ways to show staff appreciation
- Long-range Planning & Overall Assessment
 - Articulate a vision which provides a rationale for placing the Department programs together and overarching department goals
 - Resolve administrative issues and clarify a vision before pursuing new programs, including the PhD

Administrative response – appended



July 6, 2018

Professor William A. Gough
Vice-Principal Academic and Dean
University of Toronto Scarborough

Dear Professor Gough:

Thank you for forwarding the report of the November 1 – 3, 2017 External Review of the Department of Arts, Culture and Media and its undergraduate programs. The following programs were reviewed: Art History and Visual Culture, BA: Major, Minor; Arts Management, BA: Specialist; Curatorial Studies: Minor (Arts); Media Studies, BA: Major, Minor; Music and Culture, BA: Major, Minor; Studio, BA: Specialist, Major, Minor; and Theatre and Performance Studies, BA: Major, Minor.

As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established degree-level expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

The reviewers praised the growing reputation of the Department, and commended the Department’s dedication to high quality teaching, research and community engagement. The reviewers were impressed by the commitment and enthusiasm expressed by the students. They also appreciated the faculty’s hard work in trying to create a departmental identity following departmentalization.

I am writing at this time:

1. to request your administrative response to this report, including a plan for implementing recommendations;
2. to request your feedback on a summary of the review report; and
3. to outline the next steps in the process.

1. Request for Administrative Response and Implementation Plan:

In your **administrative response**, please address the following areas raised by the reviewers and their impact on academic programs, *along with any additional areas you would like to prioritize.*

For each area you address, please provide an **Implementation Plan** that identifies actions to be accomplished in the immediate (six months), medium (one to two years) and longer (three to five years) terms, and who (Department, Dean) will take the lead in each area.

Strategic Planning

- The reviewers recommended establishing a departmental mission statement, which can provide a coherent vision for the future of the Department and its diverse program offerings, including an articulation of why each program is important within the Department's suite of offerings. The reviewers recommend specific area clusters or groupings of programs as a starting point.
- Once a coherent vision has been articulated, the reviewers recommended collecting data on post-graduation outcomes to assess its impact.
- The reviewers urge the resolution of issues such as department vision and program definition and faculty promotions before introducing the idea of new PhD program into unit and campus strategic plans.

Undergraduate programs

- The reviewers suggested offering flexible, student-led, program combinations, and creating "playable" spaces within the curriculum, with opportunities to cross program boundaries. They added that clarifying and streamlining curriculum within and across programs could allow students to choose program combinations more efficiently, and that greater possibilities for course substitutions and online courses would help degree completion.
- The reviewers recommended developing programs that "combine academic rigor in the classroom/studio with a range of experiential learning opportunities suitable for artistic students in the twenty-first century" by creating "intentional intersections between research, pedagogy and learning and teaching scholarship," within a revised curriculum that provides a balance between theory and practice.
- The reviewers highlighted issues with student advising, including lack of communication between program areas and with campus advising, and problems with the design of peer mentoring.
- The reviewers suggested that finding opportunities to "theorize Scarborough" within the curriculum could help students gain perspective that is vital to artists and cultural workers.

Faculty & Research

- The reviewers suggested ways to fill the need for more intellectual leadership and mentorship in the department, including the need for advising on requirements for tenure and promotion, and reducing the service workload for junior and mid-career faculty to allow for more time for research and creative work.

- The reviewers suggested ways to improve the research culture in the department and build a culture of presenting and sharing research and creative work.
- The reviewers also observed that “60% of courses in the department are taught by sessional lecturers.” Please comment on this observation and the balance between continuing faculty and sessional instructors.

Space

- The reviewers indicated an urgent need to integrate and improve equipment in teaching, research, and performance spaces. They suggested that creating a hub to bring faculty and students together would enhance students’ educational experience, which is currently negatively affected by programs’ disparate locations on the UTSC campus and beyond, and lack of departmental coherence.

Resources

- The reviewers made suggestions regarding improvements to internal and external communications.

2. Summary

My office will provide a summary of the review of Arts, Culture and Media in **July 2018** for your feedback regarding tone or accuracy, and response to any information that is requested in the comments. This summary becomes part of the governance record.

3. Next Steps

Reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto Quality Assurance Process (UTQAP), the Vice-Provost, Academic Programs prepares a report on all program and unit reviews and submits these periodically to the Committee on Academic Policy and Programs (AP&P).

The review of the Department of Arts, Culture and Media will be considered by AP&P at its meeting on **October 31, 2018, 12:10 – 2:00 p.m. Please plan to attend this meeting.** Your presence is important and will allow you to respond to any questions the committee may have regarding the report, and your administrative response and implementation plan. An overview of what happens at AP&P is [available on our website](#).

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as any comments on the summary by **September 28, 2018**. This will allow my office sufficient time to prepare materials for the AP&P meeting.

After AP&P, we will work closely with you to develop a Final Assessment Report and Implementation Plan (a summary of the review’s outcomes, including plans for implementing recommendations), which is posted on our [website](#) as required by the UTQAP.

Please feel free to contact me or Erin Meyers, Acting Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,



Susan McCahan
Vice-Provost, Academic Programs

cc.

Mark A. Schmuckler, Vice-Dean, Undergraduate, UTSC

Lesley Lewis, Assistant Dean, Academic, UTSC

Annette Knott, Academic Programs Officer, UTSC

Daniella Mallinck, Director, Academic Programs, Planning and Quality Assurance

Erin Meyers, Acting Coordinator, Academic Planning and Reviews

Jane Johansen, Executive Assistant to the Vice-Provost



October 9, 2018

Professor Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Susan,

Administrative Response:
External Review of the Department of Arts, Culture and Media

Thank you for your letter of July 6, 2018 requesting my administrative response to the external review of the Department of Arts, Culture and Media (ACM). I appreciate the effort the reviewers put into the external review process, and their recommendations to the Department regarding its undergraduate programs. As the reviewers acknowledge, ACM is a young Department that is developing its reputation nationally and internationally. It is committed to quality research, teaching and learning, and community engagement.

The external review report was sent to the Chair of the Department and shared widely among faculty, staff and students. The decanal group, including myself, the Vice-Dean Undergraduate, the Vice-Dean Graduate, and Academic Programs Officer met with the Interim Chair, and Associate Chairs on August 30, 2018 to discuss the external review, and the recommendations from the review report; I am pleased with the depth of the discussion that took place. We are considering the recommendations of the reviewers carefully and already have begun to act upon them.

Let me address the specific points raised in the letter:

Strategic Planning:

- The reviewers recommended establishing a departmental mission statement, which can provide a coherent vision for the future of the Department and its diverse program offerings, including an articulation of why each program is important within the Department's suite of offerings. The reviewers recommended specific area clusters or groups of programs as a starting point.
- Once a coherent vision has been articulated, the reviewers recommended collecting data on post graduation outcomes to assess its impact.

The reviewers acknowledge that ACM has worked very hard over the past five years to develop a departmental vision, and articulate how its nine programs fit into that vision; however, they believe more work should be done to develop ACM's strategic identity, and to collaborate across programs. As part of its visioning exercise, the reviewers suggest that ACM collect information on graduate activities post-UTSC.

As noted, ACM has been engaged in a multifaceted visioning exercise for the past several years, both in support of the development of the most recent Academic Plan (2015-20), and to consolidate its four research themes: (1) contemporary culture in flux; (2) cultural history, theory and ethics; (3) (re)making art and culture; and (4) media, institutions and the politics of participation. The Department agrees, however, that a single, concise statement will enable it to better communicate its vision to multiple publics, and it will be developing this statement over the 2018-19 academic year.

The Department also recognizes that greater collaboration among programs will strengthen its offerings and contribute to overall coherence. It is already building curricular connections between programs; for example, the new Major program in Media, Journalism and Digital Cultures (which brings together Journalism and Media Studies), the new Minor in Curatorial Studies (which brings together Studio and Art History & Visual Culture), and the proposed new Major in Arts, Culture and Media Management (which brings together Arts Management and Media Studies). Improving governance and the curriculum review process, consolidating the Department physically on campus, and hiring new faculty attracted by the interdisciplinarity of the Department, will collectively deepen and expand connections among programs.

With regard to the reviewers' concerns related to reaching out to alumni, the Department notes that individual programs have been making meaningful connections to their alumni. Nevertheless, it will reach out to the Development and Alumni Relations Office (DARO) to develop more coordinated outreach efforts. At the campus level we recognize the need to develop stronger ties with our alumni. UTSC is working on improving mechanisms for tracking our graduates, monitoring their success, and building long-lasting relationships.

- The reviewers urge the resolution of issues such as Department vision and program definition and faculty promotions before introducing the idea of a new PhD program into unit and campus strategic plans.

The reviewers endorse ACM's ambition to mount its own graduate programs; in fact, regarding the proposed doctoral program they state "we admire the ideas laid out in the early proposal and hope the administration will see this as a worthy program to support in the future" (p. 12). However, they note it is important that ACM establishes its departmental vision before moving forward with these plans.

The Department maintains its ambitions for a graduate program, but agrees with the reviewers that any such program needs a firm foundation. Efforts are underway to further encourage and promote research by faculty in the Department, and to ensure new faculty are mentored and supported. The Department will work closely with the Vice-Dean

Graduate as it continues to develop its plans, and prepares to introduce graduate programs in the future.

Undergraduate programs:

- The reviewers suggested offering flexible, student-led, program combinations, and creating “playable” spaces within the curriculum, with opportunities to cross program boundaries. They added that clarifying and streamlining curriculum within and across programs could allow students to choose program combinations more efficiently, and that greater possibilities for course substitutions and online courses would help degree completion.
- The reviewers recommend developing programs that “combine academic rigor in the classroom/studio with a range of experiential learning opportunities suitable for artistic students in the twenty-first century” by creating “intentional intersections between research, pedagogy and learning and teaching scholarship,” within a revised curriculum that provides a balance between theory and practice.

The reviewers note that, as new technologies emerge, different ways of interacting and collaborating arise with them, and they suggest that ACM should play a larger role in developing learning environments that include flexible and collaborative spaces. They further suggest that ACM be more inclusive and responsive to student needs and interests – particularly across perceived program boundaries.

ACM is addressing these concerns in multiple ways. It is building new curriculum with a mind to greater flexibility and openness – as demonstrated in the most recent round of major modifications to the program in Music & Culture. It already operates a significant playable space through ACM Connects, which is a hub of activity overseeing curricular, co-curricular, and professional programming across the department. ACM’s pillar student organizations in the Department—ACMSA (the ACM Student Association), Gallery 1265 and the ArtSideOut festival—are strongly supported by the Department and provide curricular and co-curricular opportunities for students to work across program boundaries. The “ACM Engage” initiative, which has been a great success in encouraging student leadership development and participation beyond their classroom obligations, is being expanded further across the Department in 2018-19. Other significant projects, such as the Theatre & Performance Studies’ annual major faculty production, involve collaboration with faculty from multiple programs. Such synergies have emerged organically in spite of the distributed physical nature of parts of the Department across campus.

The Department values experiential education and it has been working for some time to take inventory of its practices, including an ACM-wide survey in 2017. Many forms of experiential learning were in evidence in this survey, including exhibition-making, community-engaged collaborations, service learning, applied research, work placements, and regular outings into the community for workshops or visits to performances, artist studios, and exhibits. ACM has been host to numerous Artists and Scholars in Residence, funded through the department’s Equity and Diversity in the Arts initiative, in which

students have been mentored as studio assistants and collaborators in artists' projects. The Department plans to build on this existing strength by proposing a new staff position supporting experiential education this year.

From a campus-wide perspective, UTSC actively promotes experiential education along three lines: first, program-based including co-op, internships and field placements; second, course-based including service-learning and lab/research intensive courses; and third, co-curricular activities including speaker series. With funding from the Provost's Office, the Dean's Office recently appointed a Special Advisor to the Dean on Experiential Education who has been conducting a systematic measurement of experiential education opportunities within each of our academic units. UTSC has also established an Experiential Education fund (funded in part by the Career Ready fund) to support departmental initiatives to integrate experiential education into curricula in new ways, and we have hired two Coordinators for Integrated Learning Experiences who will play a lead role in developing and managing relations with external partners who are able to provide high-quality integrated learning experiences for our students.

- The reviewers highlighted issues with student advising, including lack of communication between program areas and with campus advising, and problems with the design of peer mentoring.

The reviewers stress that students should be able to complete their programs in a timely manner, and point to the important role student advising plays in supporting this goal. They note that students express some concern regarding advisors' understanding of ACM programs, as well as the level of communication between programs. They recommend that UTSC central advising be kept apprised of ACM curriculum and requirements. They further recommend that an existing peer mentoring program be utilized to advise students regarding opportunities and course options.

ACM recently hired a full-time Program Advisor (administrative staff position), who has added significant capacity and expertise in the areas of student program advising and curriculum development. Also, the Department is returning to an earlier practice of regularly convening meetings of the Program Directors to improve inter-program understanding. It hopes this effort will lead to clearer division of responsibilities and improved communication with regard to student advising and professional mentorship.

In addition, the Dean's Office recognizes the important role of advising to support student success, and is finding ways to better integrate academic programs with supports that are available on campus, including the Centre for Teaching and Learning, Library, Registrar's Office, and Academic Advising & Career Centre. The Academic Advising Round Table (AART) and the Student Success Caucus (SSC), whose membership is drawn from these units, are important mechanisms for coordination of support activities and initiatives undertaken by them and by academic units, and they also provide a forum for sharing best practices for student support.

- The reviewers suggested that finding opportunities to “theorize Scarborough” within the curriculum could help students gain perspective that is vital to artists and cultural workers.

The reviewers perceive a lack of language that directly addresses, in a theoretical way, the region of Scarborough. They suggest that a Visual Culture course examining Scarborough or suburban contexts might be of interest to students, and could be used as a way to help students better understand their individual and group positioning in the context of the world. As the reviewers state: “[h]elping students to see the wider world and the world in which they came from is vital to any would-be artist or cultural worker” (p. 7).

ACM already is leveraging its Scarborough location in exciting ways, for example: the Music & Culture program, in which students participate in community-engaged music projects with local organizations; the Theatre & Performance Studies program, in which an annually recurring collaboration with a theatre company downtown and Scarborough-area high schools gives students an opportunity to apply their skills in an off-campus setting; and two partner courses (“Our Town, Our Art”) in Art History & Visual Culture and Curatorial Studies, allow students to engage in deep explorations of local galleries and museums. In addition, the Studio program, in collaboration with the Doris McCarthy Gallery, works with Scarborough arts organizations such as Scarborough Arts, the Cedar Ridge Arts Centre, and Y+ Contemporary on annual exhibitions and special projects. Finally, ACM and UTSC had strong participation in the enormously successful extension of Nuit Blanche into Scarborough in September 2018, and is currently in discussions about involvement in this event for 2019. Further funding has also been secured for students to conduct further ‘community mapping’ research that could reveal opportunities for collaborations in the community. Nevertheless, the Department appreciates the reviewers’ recommendation that they create a new ACM course focused on Scarborough, and the Curriculum & Teaching Committee will be considering this idea as part of its curriculum discussions.

Faculty and Research:

- The reviewers suggested ways to fill the need for more intellectual leadership and mentorship in the department, including the need for advising on requirements for tenure and promotion, and reducing the service workload for junior and mid-career faculty to allow for more time for research and creative work.

The reviewers applaud the efforts of the Chair who has worked “carefully and thoughtfully with ACM faculty” (p. 9) to oversee the integration of distinct humanities programs, and they acknowledge the sense of ownership in ACM, as well as the faculty’s good will and genuine effort to build and define the Department. They suggest that one way to build intellectual leadership is to increase the number of faculty at the full professor rank, and recommend ways to do this.

Regarding tenure and promotion, the reviewers note that some faculty expressed confusion around the processes for tenure and promotion. To resolve this issue the reviewers recommend that the Vice-Dean Faculty Affairs and Equity offer a mentorship workshop in the Department. They also suggest that administrative leadership develop greater familiarity with tenure and promotion standards in ACM fields of study.

ACM acknowledges the imbalance between junior, mid-rank and senior faculty in the Department. In part this imbalance is due to the youth of the Department and, with the Dean's support and encouragement, ACM has already begun to address this issue. Last year the Department successfully concluded a search for a new tenured Associate Professor, and this year the Department will conduct another search for an Associate Professor.

ACM academic leadership is aware of the many mentorship opportunities being made available to faculty through the efforts of the Vice-Dean Faculty Affairs and Equity and recognize that they will need to encourage faculty to take better advantage of these opportunities. Towards this end, the Department will work with the Vice-Dean to organize informal information sessions on tenure and promotion. More generally, the Office of the Dean has, in the past year, provided new mentorship opportunities and other supports for career development and progress towards promotion for teaching and tenure stream faculty across the campus, and this is likely to have positive effects on morale.

- The reviewers suggested ways to improve the research culture in the Department and build a culture of presenting and sharing research and creative work.

The reviewers note that the formation of a strong research culture in ACM has enormous potential, but there are specific challenges, including: the diversity of ACM fields of study; a lack of knowledge among academic leaders regarding research standards and assessment; and inequalities created by different working conditions for tenure stream and teaching stream faculty. The reviewers acknowledge the efforts made by the Office of the Vice-Principal Research to improve communication about research opportunities through weekly digests, emails and meetings with departments and chairs, but they report that teaching stream faculty feel shut out of research opportunities, and junior faculty in the tenure stream indicate their start-up funds are inadequate for their needs. The reviewers suggest the Department would benefit greatly from funding to support research activities, such as a lecture series, art exhibitions, and performances that bring students and faculty together. would be of great benefit to the Department. They further recommend that ACM establish an Associate Chair who would be responsible for supporting research activity in the Department.

The Department agrees with the recommendations made by the reviewers, and are working on ways to do better. One step it hopes to take in the coming year is to appoint an Associate Chair, Research, but the timing will be dependent on the realities associated with the faculty complement. In the meantime, an Associate Chair, Research, Curricular and Co-curricular Programming will be working to advance the ACM research profile – both in terms of imagining new collaborations and events as well as improving communication about them. The Associate Chair will continue to work with the Vice-

Principal Research to find ways to foster greater research activity, collaboration and student involvement. Finally, the Dean's Office notes that it has allocated a discretionary fund to the Department, and this fund can be used to support research activities.

- The reviewers also observed that “60% of courses in the department are taught by sessional lecturers.” Please comment on this observation and the balance between continuing faculty and sessional instructors.

In the Self Study, the Department notes an imbalance between the number of courses taught by appointed and sessional faculty in some areas, specifically: Arts Management, Journalism, Media Studies, and New Media Studies. This reliance on stipendiary instructors can arise from insufficient appointed faculty to cover the courses offered each year, from the need to cover teaching releases (for example, for research and study leave or pre-tenure workload adjustment), or for other reasons. A recent review of the Department's stipendiary teaching found that an average of 32% of its courses offered in the past three years exceeded its teaching capacity. With the support of the Dean, the Department continues to focus on addressing its reliance on stipendiary teaching in a number of ways: 1) reallocating available faculty positions (as recommended in the complement plan); 2) growing the number of faculty in areas of greatest need, including Journalism, Media Studies and New Media Studies; 3) the use of CLTAs/part-time Lecturers; and rotating courses wherever possible. Last year, ACM successfully completed 3 tenure-stream searches (one at the rank of Associate Professor) and one CLTA. This year, in addition to three replacement position searches, there will be one new growth position in Media Studies that will reduce departmental reliance on sessionals.

Space:

- The reviewers indicated an urgent need to integrate and improve equipment in teaching, research, and performance spaces. They suggested that creating a hub to bring faculty and students together would enhance students' educational experience, which is currently negatively affected by programs' disparate locations on the UTSC campus and beyond, and lack of departmental coherence.

The reviewers suggest that the wide distribution of ACM spaces across UTSC makes it more difficult for the Department to function in a coherent way, or to establish a symbolic presence on campus. They believe that scattered physical space may be impeding students' ability to meet with their peers in other ACM programs, and they recommend that ACM secure a “hub” space where students will have the opportunity to interact. In addition, while the reviewers applaud the efforts made by ACM staff to make spaces functional, they believe some spaces are simply inadequate or inappropriate for the purposes for which they are being utilized.

The Department agrees with the reviewers, and looks forward to the resolution of many of its space issues as the campus continue to grow. Space is an historic problem for ACM, and many of the concerns cited by the reviewers – including a lack of clarity

regarding the Departmental vision, lack of communication, and the need for collaboration on curriculum and research – are all exacerbated by its diffuse arrangement on campus. Campus leadership is acutely aware of the severity of ACM’s space needs. The completion of Highland Hall has provided ~6,516m2 of additional assignable space. The secondary effects of this new building include an opportunity to increase the co-location of ACM offices. ACM will work closely with the Dean’s Office, the Office of the Vice-Principal Research, the CAO, and the Principal’s Office to address current space needs. For the longer term, this Fall the campus is forming a committee to develop a proposal to construct a new dedicated Arts building at UTSC. Internally, ACM’s Policy and Planning Committee will spend the current academic year discussing various program needs for such a building.

Resources:

- The reviewers made suggestions regarding improvements to internal and external communications.

The reviewers note that, given the wide distribution of ACM spaces across the UTSC campus, communication is an ongoing challenge. They acknowledge the Chair’s efforts to improve communication, including holding regular faculty meetings, and cultivating strong faculty involvement in decision-making. However they also make several recommendations to improve communication, including: overhauling the departmental website and using it to communicate the departmental vision; exploring the possibility of creating a departmental newsletter describing ACM’s accomplishments that could be distributed once or twice a year; improving communication with the Academic Advising & Career Centre regarding changes to curriculum; improving communication between faculty and staff in the Department; and inviting the Vice-Principal Academic and Dean to attend a faculty meeting.

Improving communication is a high priority in the Department and it appreciates the reviewers’ recommendations. Responsibility for developing an ACM communications strategy has been assigned to the Associate Chair, Communications, Experiential Education & Recruitment. A new staff position being hired in Fall 2018 will allow a greater share of staff time to be allocated to communications, and the Department has started to work with Information and Instructional Technology Services and Communications and Public Affairs Office to revise the departmental website. In addition, the Department has already introduced a new newsletter targeting faculty, staff, and students.

Regards,



Professor William Gough
Vice-Principal Academic and Dean

Action	Implementation Timeline	Lead
ACM will reach out to DARO and develop a more coordinated outreach effort to its alumni.	Immediate (6 months)	ACM Chair and/or designate(s)
ACM will return to an earlier practice of holding regular meetings of its Program Directors	Immediate (6 months)	ACM Chair
ACM will review the option of creating a new Scarborough-themed course.	Immediate (6 months)	ACM Chair and Curriculum and Teaching Committee
ACM will work with the Vice-Dean Faculty Affairs and Equity to organize casual mentorship sessions for junior faculty to share experience, and to encourage them to take advantage of the information sessions offered by the Vice-Dean Faculty.	Immediate (6 months)	ACM Chair and Vice-Dean Faculty Affairs and Equity
ACM will work with Office of the Vice-Principal Research to advance the research profile both in terms of imagining new collaborations and events as well as improving communication about them.	Immediate (6 months)	Associate Chair, Research, Curricular and Co-curricular Programming
ACM will design, generate and distribute new staff/faculty and student newsletters	Complete and ongoing	Associate Chair, Communications, Experiential Education & Recruitment
ACM will work with IITS to update its website.	Immediate and ongoing (6 months and ongoing)	Associate Chair, Communications, Experiential Education & Recruitment and Director, IITS or designate(s)
ACM will invite senior administrators to ACM Departmental Council	Immediate and ongoing (6 months and ongoing)	ACM Chair

Meetings to ensure reciprocal communication of plans, priorities and aspirations.		
ACM will develop and communicate a concise departmental mission statement.	Immediate to Medium (6 months to 1 year)	ACM Chair and Policy and Planning Committee
ACM will consider creating a new staff position to support experiential education opportunities in the Department.	Immediate to Medium (6 months to 1 year)	ACM Chair
ACM will conduct 4 faculty searches in 2018-19. One of these will be at the rank of Associate Professor.	Immediate to Medium (6 months to 1 year)	ACM Chair/ Office of the Dean
ACM will reach out to the Vice-Dean Graduate to review its plans to develop graduate offerings.	Immediate to Medium (6 months to 2 years)	ACM Chair and/or designate(s)
With the support of the Dean's Office, ACM will continue to review and address its reliance on stipendiary teaching.	Immediate to Medium (6 months to 2 years)	ACM Chair and/or designates and the Vice-Dean Faculty Affairs and Equity
ACM will continue to work with the Dean's Office, VPR, CAO and Principal's Office to resolve urgent and medium term space concerns.	Immediate to Medium (6 months to 2 years)	ACM Chair and Policy and Planning Committee
ACM will consider appointing an Associate Chair, Research.	Medium (1 to 2 years)	ACM Chair
ACM will participate in discussions related to possible future construction of a dedicated Arts building at UTSC.	Long (3 to 5 years)	ACM Chair and/or designate(s)