FOR APPROVAL   **PUBLIC**   **OPEN SESSION**

TO: UTSC Academic Affairs Committee

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DATE: April 20, 2022 for April 27, 2022

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Humanities, UTSC

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) "is concerned
with matters affecting the teaching, learning and research functions of the Campus (*AAC
Terms of Reference, 2021, Section 4*)." Under section 5.6 of its terms of reference, the
Committee is responsible for approval of "Major and minor modifications to existing
degree programs." The AAC has responsibility for the approval of Major and Minor
modifications to existing programs as defined by the University of Toronto Quality
Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

1.   **UTSC Academic Affairs Committee [For Approval] (April 27, 2022)**

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

This package includes minor modifications to the undergraduate curriculum, submitted by the UTSC Humanities academic unit identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Arts, Culture, and Media (Report: Arts, Culture and Media)
  - 3 new courses
    - VPAB10H3: Equity and Inclusivity in Arts and Media Organizations
    - VPAD10H3: Good, Better, Best: Case Study Senior Seminar
    - VPAD11H3: Focus on the Field: Senior Research Seminar
  - 4 course changes
    - ACMC01H3: ACMEE Applied Practice I (grading scheme)
    - ACMD01H3: ACMEE Applied Practice II (grading scheme)
    - ACMD02H3: ACMEE Applied Practice III (grading scheme)
    - VPAB17H3: From Principles to Practices in Arts Management (learning outcomes)

FINANCIAL IMPLICATIONS:

There are no significant financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Humanities undergraduate curriculum changes for the 2022-23 academic year, as detailed in the respective curriculum report, dated April 27, 2022, be approved.

DOCUMENTATION PROVIDED:

1. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Arts, Culture & Media, dated April 27, 2022.

2022-23 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Arts Culture & Media
April 27, 2022

Department of Arts, Culture & Media (UTSC)

3 New Courses:

VPAB10H3: Equity and Inclusivity in Arts and Media Organizations

Description:

An introduction to equity, inclusivity and diversity as it relates to organizational development and cultural policymaking in arts and media management. This course will take students through an overview of critical theories of systemic power and privilege, including those of race, gender, socio-economic status, sexual orientation or identity, age, ability/disability and religion and examine how these impact varied creative working environments and institutions.

Prerequisites: VPAA10H3 and VPAA12H3

Enrolment Limits: 40

Learning Outcomes:
Upon completion of this course, students will be able to:
1. Identify and define key terms and ideas about equity, inclusion and diversity as these impact the arts sector and media industries.
2. Recognize and begin to evaluate how structural and systemic inequities at the organizational and institutional levels can affect how and when creative workers, managers and artists are able (and not able) to realize professional, community, academic and organizational goals around inclusivity and positive social change on behalf of the organizations they work for in arts and media management
3. Integrate equity theory and practice in a way that is professionally and academically meaningful and valuable to students planning to enter the field, including articulating students' positionality as future managers and creative professionals.
4. Articulate and connect conceptual understandings of the discipline with experiential knowledge of the field.
5. Strategize and foster an inclusive environment for arts and media production and distribution systems
6. Demonstrate pragmatic and inspiring knowledge of organizational and managerial equity strategies to generatively inform and influence the lives of creative workers and the broader communities within which this work takes place

Topics Covered:
Foundational theoretical readings in equity, inclusion and diversity (breadth of the field) for two weeks [**area most likely to overlap with ACMB10]
International colonial structures of the standardized "civilizing" practices of the arts and culture (museum and non-profit arts mandates, policies and funding structures)
UNESCO: Intangible Culture Heritage, and culture & education as a strategic investment in equity and inclusion
Contemporary crowdsourcing as international problem-solving in equity and inclusion (e.g. IDEO.org)
Nation-state identity-formation as cultural practice in Canada (founding of the NFB, Canada Council for the Arts, Massey-

Levesque Commission, Canadian Broadcasting Corporation, provincial arts councils, media funding and support institutions)

Employment equity and affirmative action histories and HR practices (organizational responses to 1970s and 1980s civil rights and feminist movements in the institutional context)

Equity requires more than an institutional diversity statement and plan (arts and media management organizational practices of the 1990s-2000s)

Case studies (up to 6 weeks: one or two case studies per week): current practices in equity and inclusion (current/emergent examples to be drawn from Federal Department of Canadian Heritage and regulatory bodies such as the CRTC; Department of Innovation, Science & Economic Development; comparable provincial/territorial Ministries; Culture Statistics Working Group (Federal/Provincial/Territorial Table; funders such as Canada Media Fund, Telefilm Canada and Creative Industry agencies at the Federal, provincial/territorial and municipal levels; NASOs/RASOs; industry associations such as SOCAN, Canadian Media Producers Association, Mass Culture or CAPACOA; performing arts organizations that have been the sites of disastrous organizational decision-making and then turned around, such as Soulpepper Theatre, etc.)

Methods of Assessment:
Personal reflections and journaling for production of a dossier; Problem-Based Learning (PBL) and Process-Oriented Guided Inquiry Learning (POGIL) - via case studies, including facilitated simulation exercises and a group project

Mode of Delivery: In Class

Rationale:
This course will replace the requirement of ACMB10H3 in the Arts Management Specialist and Arts & Media Management Major. While ACMB10H3 focuses on crucial individual positioning and approaches to the subject area of equity and diversity, VPAB10H3 focuses on organizational implications and commitments to equity and inclusion as a management practice. This course will take up this crucial discussion in the system, institutional and organizational development, and management terms to prepare students for management. The course complements the focus on governance and leadership as professional practice in VPAB16H3. In addition, it will introduce critical cultural theory foundations needed in the C-level course.

Consultation:
DCC Approval: Oct 7, 2021
R.O Approval: Oct 15, 2021

Resources:
Will be taught by a sessional, the stipend for which will be covered by the existing departmental budget. The course will likely not require TAs in the first year or two, but once enrolment grows, we will work with the Dean's Office to apply for any additional funding needed.

VPAD10H3: Good, Better, Best: Case Study Senior Seminar

Description:

This course will prepare students for the realities of working in and leading arts and media organizations by challenging them with real-world problems via case studies and simulations. Students will consider, compare, describe, explain, and defend decisions and actions, and further develop their ability to demonstrate effective and ethical approaches to arts and media management.

Prerequisites: At least 14.0 credits, including 1.0 credit at the C-level in VPA courses.

Note: Preference is given to students enrolled in the Major programs in Arts & Media Management. This course requires ancillary fees (case study fees)

Learning Outcomes:
Upon the completion of this course, students will be able to:
1. Read about, analyze and synthesize knowledge gleaned from various arts management and creative industry case studies at the capstone level by developing an annotated literature review and debating/discussing these cases from multiple positionalities in-class.
2. Demonstrate actionable knowledge of organizational management and leadership strategies that inform and influence emergent and significant social issues (and vice-versa) such as social impacts of the arts and media; anti-racism, equity & inclusion; the role of the arts in climate change; physical and mental wellness (etc.), including how this impacts the professional lives of artists and other creative workers, patrons, customers, funders and policymakers.

3. Extend and activate an example of case-based knowledge in management drawn from news headlines, building on scholarly or leadership case-study articles, themes and models from the course.

4. Collaborate, plan and execute a team presentation of original research about at least one arts or media organization that has recently appeared in the news for a controversial management approach or decision, including developing interview or survey questions, and content analysis of websites, social media streams, marketing materials, annual reports, policy documents and decisions, funding models.

5. Enhance and deepen digital and analytical presentation skills through the development of an electronic (online/PDF) portfolio, addressing a curated selection of real-world problems in the field from the case studies examined in the course and the extended research conducted individually and in groups as evidence of expertise developed while in the program.

Topics Covered:
While the topics covered will include all of those that are relevant to arts and media management - i.e. subjects like marketing, fundraising, project management, cultural policy, and concepts that run throughout issues and the program (such as equity, ethics, community, relationship-building) - the cases will not be topic-, subject-, or concept-specific but instead will be chosen with systemic learning and application in mind. In other words, students will see and experience how all of the various topics they have encountered throughout the program are interrelated and how deciding on one will impact many others.

Methods of Assessment:
Problem-Based Learning (PBL) and Process-Oriented Guided Inquiry Learning (POGIL) - via both "raw" and "cooked" case studies, and facilitated simulation exercises, with some reflective responses. Assignments may include:
Peer support assignment (lecture and guest talk, readings, or project presentation discussants)
Situation analyses of a curated selection of case studies
Annotated literature review and argumentative essay
Online or PDF portfolio demonstrating professional expertise by proposing alternative solutions to a piece of the case studies examined in the course
Team project presentation and peer-evaluation of the same

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:
This additional D-level course will help provide students enrolled in the Arts & Media Management program with more options because currently, they only have a limited number of D-level course options and these courses typically exceed enrolment limits. This course will also provide students with an additional D-level option to complete their major and specialist programs if space permits. The course is designed for Major students; students in the Specialist program could also enroll if space permits.

Consultation:
DCC Approval: October 7, 2021.
RO Approval: October 15, 2021

Resources:
The department's full-time faculty member, Sherri Helwig, will teach the course. Currently, faculty will be able to teach this course. However, in the longer term, the department may hire a sessional faculty member to provide industry experience with the course needs

VPAD11H3: Focus on the Field: Senior Research Seminar

Description:

Are you interested in researching hands-on professional practice to synthesize and apply the theory-based learning you have undertaken in arts and media management about how people and organizations work in the culture sector and media industries? In this course, you will propose your own research project to examine how a specific creative business (such as a creative hub, media company or performing or visual arts organization) and its related practices operate, exploring specific areas of arts or media management practice, theory, history or emergent issues. While the creative ecosystem is made up of a broad and sometimes baffling array of for-profit, non-profit and hybrid ways of doing things, this course will provide insights into an organization of your choice.

Prerequisites: At least 14.0 full credits, including 1.0 full credit at the C level in VPA courses.

Enrolment Limits: 25

Learning Outcomes:
Upon the completion of this course students will be able to:
1. Practice using and critically analyse important concepts and theoretical frameworks for senior-level professional research methods such as digital and critical ethnography
2. Design and institutional ethnographies, case studies, interviews, focus groups or other relevant human participation research methods useful in arts and media management by galvanizing a deep practice of observation, active listening and peer-supported/ing engagements.
3. Read about, analyse, synthesize and apply knowledge gleaned from a variety of scholarly, professional creative practice and industry readings relevant to their research project of choice.
4. Identify and explain several overlapping and standalone strategies to examine creativity, innovation and resilience in an arts or media workplace of choice, including conducting assessments of:
A. Business models and approaches (i.e. non-profit, for-profit, hybrid, etc.)
B. Impact measurement approaches (e.g. financial; aesthetic/cultural; accessibility/physical spaces; sensemaking and knowledge-sharing)
Develop senior undergraduate independent and original research and writing skills by:
a. Researching and proposing to examine a particular organization or sphere of activity
b. Developing and refining a viable research question
c. Identifying and synthesizing relevant literature
d. Conducting interviews or similar original research and conducting a preliminary coding exercise with the outcomes
e. Writing up results in an essay, comparing and contrasting it to the literature, and
f. Sharing knowledge gained with peers as well as in a written outcome
5. Work collaboratively with peers to combine respective findings and apply it in a team-building class activity through the design of a final group project and by providing thoughtful, constructive feedback to the other teams.

Topics Covered:
Students will meet synchronously on a periodic basis with the whole class or in small groups asynchronously with the professor in alternating sessions to compare readings and notes that contextualize the creative ecosystem and their own project. While some topics will shift focus from year to year depending on the interests of the students, the course will draw from the following topics. Students will meet synchronously on a periodic basis with the whole class or in small groups asynchronously with the professor in alternating sessions to compare readings and notes that contextualize the creative ecosystem and their own project. While some topics will shift focus from year to year depending on the interests of the students, the course will draw from the following topics.
Part One (three weeks): Methods Intensives
A. Choose between a Digital Ethnography Intensive or a 14-day Autoethnographic Challenge.
B. Reframing the creative ecosystem within which your project will take place
C. Research proposal development; research question refinements; research design drafts; ethics submission modifications.
 Part Two (three weeks):
A. Hands-on qualitative methods practice: case studies, interviews, research-creation, participant observation, methods-of-choice.
B. Critically analysing how the concepts of creativity, innovation, inclusion and resilience are mobilized as drivers of research and development in the sector
 Part Three (four weeks):
A. Preliminary analysis: Coding your research
B. Incorporating impact assessment models into your analysis using financial; aesthetic/cultural; accessibility/physical spaces; sensemaking and knowledge-sharing indicators (focus on creative hubs; performing arts organizations; creative networks; media industry; museums and galleries; non-profits and hybrid organizations, depending on areas of interest)
 Part Four (two weeks):
A. Conference-style presentations and peer engagement sessions

Methods of Assessment:
Peer support assignment (lecture, readings, proposal discussants); methods dossier; essay proposal and research essay; group project and conference-style presentation of research results

Mode of Delivery: In Class

Rationale:
The program currently has only 1 D-level course; two D-level courses are been added this cycle to support our senior students' varying interests. Each year a large number of upper-year students seek independent studies in the field, which

signals a need to offer a variety of D-level courses. This particular course will be open to both Specialist and Major students; although it will be a limited-enrolment seminar-style course (20-25 students) and to recognize the greater degree of coaching and mentoring that will be required for the students in this course to achieve the goal of pursuing their own research interests. This course will be of great interest to students who wish to pursue graduate studies or a career as a policy analyst or researcher, offering the opportunity for some experiential synthesis of learning in the field.

Consultation:
DCC Approval: October 7, 2021
RO approved course code: Oct 15, 2021

Resources:
The department's full-time faculty member, ME Luka, will teach the course. Currently, faculty will be able to teach this course. However, in the longer term, the department may hire a sessional faculty member to provide industry experience with the course needs.

4 Course Modifications:

ACMC01H3: ACMEE Applied Practice I

Enrolment Limits: ~~10~~

Grading Scheme: CR/NCR

Note: This course will be graded as a CR if a student successfully completes their internship; and as NCR is the placement was unsuccessful. The NCR will impact the CGPA and count as a 0.0 CGPA value on a transcript.

Rationale:
1. This is a placement course where students are assessed on completing the placement and various self-reflective exercises. The grading scale is changed to CR/NCR since the course grading elements differ from a typical course. Performance, professionalism, and the employer's evaluation are critical elements in determining whether the student's placement is successful. Therefore, changing this course to CR/NCR will allow students to focus on job performance rather than grades and help prepare them for their professional careers.
2. Course enrolment limit has been changed to encourage more enrolment
3. Note has been added to inform students of the CR/NCR change.

Consultation:
DCC Approval: Oct 7, 2021

Resources:
None.

ACMD01H3: ACMEE Applied Practice II

Enrolment Limits: ~~10~~

Grading Scheme: CR/NCR

Note: This course will be graded as a CR if a student successfully completes their internship; and as NCR is the placement was unsuccessful. The NCR will impact the CGPA and count as a 0.0 CGPA value on a transcript.

Rationale:
1. This is a placement course where students are assessed on completing the placement and various self-reflective exercises. The grading scale is changed to CR/NCR since the course grading elements differ from a typical course. Performance, professionalism, and the employer's evaluation are critical elements in determining whether the student's placement is successful. Therefore, changing this course to CR/NCR will allow students to focus on job performance rather than grades and help prepare them for their professional careers.
2. Enrolment limit has been removed as it is no longer necessary.
2. Note has been added to inform students of the CR/NCR change.

Consultation: DCC Approval: Oct 7, 2021

Resources: None.

ACMD02H3: ACMEE Applied Practice III

Enrolment Limits: ~~10~~
Grading Scheme: CR/NCR
Note: This course will be graded as a CR if a student successfully completes their internship; and as NCR is the placement was unsuccessful. The NCR will impact the CGPA and count as a 0.0 CGPA value on a transcript.
Rationale: 1. This is a placement course where students are assessed on completing the placement and various self-reflective exercises. The grading scale is changed to CR/NCR since the course grading elements differ from a typical course. Performance, professionalism, and the employer's evaluation are critical elements in determining whether the student's placement is successful. Therefore, changing this course to CR/NCR will allow students to focus on job performance rather than grades and help prepare them for their professional careers. 2. Enrolment limit has been removed as it is no longer necessary. 2. Note has been added to inform students of the CR/NCR change.
Consultation: DCC Approval: Oct 7, 2021
Resources: None.

VPAB17H3: From Principles to Practices in Arts Management

Description: An introduction to the real-world application of knowledge and skills in arts and arts-related organizations. This course allows students to build on foundational studies in the Arts Management Program and develop discipline-specific knowledge and skills through experiential methods(including field visits and a short-term field placement or observation)and objective study.
Enrolment Limits: 25; Restricted to students in the Specialist Program in Arts Management.
Learning Outcomes: Articulate and begin to evaluate the alignment of personal, academic, professional and organizational values and goals. Compare and reflect on conceptual understandings of the discipline with visits in and to the field. Build self-confidence in a professional setting by applying knowledge and skills developed in the classroom (to date) to real-world situations. Comprehend and articulate the role of the performing or visual arts in society. Discuss the quality and value of one or more artistic forms. Define and foster a positive arts management environment for artistic creation and experience through brief field placement. Demonstrate broad and actionable knowledge of the various systems that inform and influence the expressive lives of artists, arts patrons, and communities.
Rationale: 1. The course description is modified slightly to clarify how the course connects to C- and D-level experiential courses in the Specialist Program in Arts Management. 2. The learning outcomes have not substantially changed, the minor revisions will help refocus on key principles in this foundational experiential course. The learning outcomes revisions will also help to realign with other similar ACM experiential courses to ensure consistency of experience across the department. 3. The course enrollment limits have had an editorial revision
Consultation: DCC Approval: Oct 7, 2021
Resources: None.