

FOR RECOMMENDATION

PUBLIC

OPEN SESSION

TO: UTSC Campus Affairs Committee

SPONSOR: Prof. Mark Schmuckler, Interim Vice-Principal Academic & Dean
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PRESENTER: Prof. George Arhonditsis, Vice-Dean, Graduate & Postdoctoral Studies
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DATE: September 2, 2026 for September 10, 2026

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Establishment of SoundLife Scarborough as an Extra-Departmental Unit C (EDU:C) at the University of Toronto Scarborough

JURISDICTIONAL INFORMATION:

The UTSC Campus Affairs Committee “is concerned with matters that directly concern the quality of student and campus life. The Committee is also responsible for monitoring, reviewing and making recommendations concerning a broad range of planning issues and priorities and for “the use of campus resources.” (*UTSC Campus Affairs Committee Terms of Reference*, Section 4). Under Section 5.8.1 of the *UTSC Campus Affairs Committee Terms of Reference*, “the Committee recommends to the UTSC Council on plans and proposals to establish, disestablish, or significantly restructure academic units, here defined as faculties, schools, colleges, departments, centres and institutes with teaching, or teaching and research functions, undergraduate degree programs, and graduate degree programs, regardless of the source of funds.”

GOVERNANCE PATH:

1. **UTSC Campus Affairs Committee [For Recommendation]: September 10, 2026**
2. UTSC Campus Council [For Approval]: October 7, 2026
3. Executive Committee [For Confirmation]: October 27, 2026

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This proposal seeks to establish SoundLife Scarborough (SLS) as an Extra-Departmental Unit C (EDU:C), to take effect January 1, 2027. UTSC will be the lead division; the Vice-Principal Academic & Dean will assume active administrative and budgetary responsibility for the Centre and will appoint a Director, who will be responsible for the administrative and financial operations of the entity. A companion proposal to close SoundLife Scarborough as an EDU:D, effective December 31, 2026, is also being brought forward through the applicable governance process.

SLS was established in 2022 as an Extra-Departmental Unit D (EDU:D) at UTSC, with projects aimed at fostering healthy communities through participatory music-making; supporting community partnerships and community-engaged research excellence grounded in the principle of reciprocity; and inspiring participants to develop creative, flexible, and participatory approaches to music-making as a lifelong practice.

Initially, the unit began with the UTSC music faculty as its core members. Over time, SLS has expanded its interdisciplinary research initiatives and cross-sectoral knowledge mobilization projects. It now works with key internal academic partners and affiliated faculty from departments at the University of Toronto Scarborough (UTSC) including Arts, Culture and Media; Health and Society; Management; and, Psychology, as well as the Faculty of Music at the St. George campus. SLS has also developed deep, reciprocal relationships with community organizations across the eastern Greater Toronto Area (GTA), including Scarborough Arts and the West Scarborough Community Centre.

SoundLife Scarborough's research is grounded in community music and research-creation as relational practice, advancing the interconnected fields of community music and music education through ethical engagement, social participation, and attention to the emotive, expressive, and aesthetic dimensions of research impact. Within this domain, SLS brings together academic priorities including work-integrated and experiential learning, soft skill development, youth mental health, and the implications of emerging technologies. Its work also creates opportunities for interdisciplinary engagement across musicological, sociological, cultural, technological, and psychological fields.

As an EDU:C, SLS will pursue multi-year research programs in three interconnected areas:

1. Access pathways in formal and informal music education.
2. The role of emerging technologies for music production and reception.
3. The changing community music and music industry landscapes, both regionally and nationally.

In addition to sustaining and growing its partnerships with community organizations through reciprocal practices, SLS will engage in ongoing dialogue and consultation toward co-created and collaborative initiatives, with engagement informed by UTSC's Community Partnership & Engagement Framework. It will also establish a five-year program of community-engaged research and research-creation, providing the foundation for longitudinal inquiries, multi-site research-creation projects, archive-building initiatives, student placements, and co-designed events that respond to community-identified priorities.

The development of this proposal involved extensive consultation. The proposal was circulated to all sixteen departments, as well as other centres and institutes and the Library within UTSC. Consultation also took place with other U of T divisions, including the Faculty of Arts & Science, the Faculty of Information, the Faculty of Music, the Ontario Institute for Studies in Education (OISE), the University of Toronto Mississauga, and the Dalla Lana School of Public Health.

SLS will be subject to periodic review commissioned by the Vice-Principal Academic & Dean of the University of Toronto Scarborough.

FINANCIAL IMPLICATIONS:

SoundLife Scarborough, as an EDU:C, will support its activities through an operating budget confirmed and administered by the Office of the Vice-Principal Academic & Dean, pending governance approval. The Centre will also actively seek external funding to support postdoctoral fellows, visiting international researchers, and other interdisciplinary and inter-institutional collaborations. Such funding will be held by individual PIs and administered by the budgetary units in which they are appointed.

RECOMMENDATION:

Be It Recommended to the UTSC Campus Council:

THAT the establishment of SoundLife Scarborough as an Extra-Departmental Unit C (EDU:C) at the University of Toronto Scarborough, as described in the Proposal for a New Extra-Departmental Unit: SoundLife Scarborough, dated August 18, 2026, be approved to be effective January 1, 2027.

DOCUMENTATION PROVIDED:

1. Proposal for a New Extra-Departmental Unit: SoundLife Scarborough, dated August 18, 2026

Proposal for a New Extra-Departmental Unit: SoundLife Scarborough

Faculty/Division:	University of Toronto Scarborough (UTSC)
Dean's Office Contacts:	George Arhonditsis, Vice-Dean Graduate & Postdoctoral Studies (vdgraduate.utsc@utoronto.ca) Kevin Mak, Manager, Academic Program Reviews & Quality Assurance (kevin.mak@utoronto.ca)
Proponents:	Lynn Tucker, Associate Professor, Teaching Stream, Department of Arts, Culture and Media, UTSC (lynn.tucker@utoronto.ca) Mark V. Campbell, Associate Chair, Research; Program Director, Music, Department of Arts, Culture and Media, UTSC (mark.campbell@utoronto.ca)
Version Date: Please update this field as the proposal evolves.	August 18, 2026

Proposal for a New EDU:C

This proposal is to establish SoundLife Scarborough (SLS) as a new EDU:C. Since its inception in 2022, SLS has been operating as an EDU:D based at the Department of Arts, Culture and Media (ACM) at the University of Toronto Scarborough, with projects that focus on: fostering healthy communities through participatory music-making; supporting community partnerships and community-engaged research excellence grounded in the principle of reciprocity; and inspiring participants in developing creative, flexible, and participatory approaches to music-making as a lifelong practice (see Appendix 1 for the proposal creating SoundLife Scarborough as an EDU:D).

SLS's numerous achievements can be viewed on our [website](#) and in our [annual reports](#).

By 2023, it was clear that SoundLife Scarborough had outgrown the parameters of an EDU:D. For example, the unit began solely with the UTSC music faculty as its core members. As SLS engaged with more interdisciplinary research initiatives and cross-sectoral knowledge mobilization projects, the affiliated faculty and associated units grew to see representation beyond the UTSC music program and ACM. For instance, projects focused on music and youth mental health saw collaborations between music, psychology, and health studies, and music career pathways between music, health studies, and management. SLS has introduced a successful microgrants program, encouraging a research and creative community of practice with opportunities for undergraduates, graduates, early career scholars, and community partners. New and established relationships with additional units at UTSC and UTSG increases momentum for SLS with new initiatives and additional invitations for co-creation on the horizon. SoundLife Scarborough now works with critical internal academic partners and affiliated faculty from departments at the University of Toronto Scarborough (UTSC) including Arts, Culture and Media; Health and Society; Management; and, Psychology, as well as the Faculty of Music at the St. George campus. UTSC-based SLS faculty members with graduate appointments at units based at the University of Toronto's St. George campus (UTSG) have also opened doors to collaborations with the Dalla Lana School of Public Health (Professor Sicchia), the Faculty of Information (Professor Stanbridge), Ontario Institute for Studies in Education (Professor Mantie), and the School of Cities (Professor Niknafs), which are based at UTSG.

SLS's research, teaching, and community-engaged activities have already been supported by a series of significant grants and partnerships. These include a \$25,000 SSHRC Connection Grant awarded in 2022 to Lynn Tucker (PI) for a national policy summit and youth shadow summit, undertaken with the Scarborough-based Coalition for Music Education in Canada; a \$50,000 SSHRC Connection Grant in 2024 to Lynn Tucker (PI) and Laura Risk (co-applicant) for "This Could Really Be a Good Life": Music and Youth Mental Health, a project linking music, health and society, and psychology; and the submission of a 2026 Connaught Community Partnership Research Program grant by Lynn Tucker (PI) for The Music Pathways Project (TMPP), which was supported by UTSC's Office of the Vice-Principal Research & Innovation (OVPRI) through a 2025-26 Working Groups Fund award. Significantly, these research initiatives serve not just a single unit but also engage the broader UTSC and Scarborough community, with significant participation by faculty members from other divisions.

Since EDU:Ds cannot administer funds, these awards were administered by the budgetary units in which the Principal Investigators are appointed. In July 2026, SLS will co-host the International Society for Music Education's Community Music Commission with the Laurier Centre for Music in the Community, bringing more than one hundred scholars to UTSC for a multi-day event on "Relationality in the Midst of Conflict." The keynote will feature SLS Co-Director, Mark Campbell

and work from the Scarborough Music Archive in partnership with the Digital Scholarship Unit and Professor Laura Risk.

Together, these partnerships and scholarly events demonstrate that SLS has established the research capacity, interdisciplinary collaborations, and community-engaged infrastructure typically found in an EDU:C. In particular, we will continue to grow and nurture our interdisciplinary networks and collaborations at local, national, and international levels, a key priority that we would be well positioned to realize as an EDU:C.

Pending approval, SoundLife Scarborough will operate as an EDU:C effective January 1, 2027. As noted above, this proposal to establish SoundLife Scarborough as a new EDU:C will be submitted at the same time as a proposal to close SLS as an EDU:D, with the closure to take effect December 31, 2026.

Statement of Purpose

SoundLife Scarborough (SLS) seeks establishment as an EDU:C in order to form a structure better aligned with its current operations as an interdisciplinary, cross-unit hub for community-engaged music research, research-creation, and reciprocal partnerships. Since its launch in 2022, SLS has grown beyond the scope of the EDU:D model: it now leads multi-year, externally funded projects (administered through the PIs' budgetary unit, as noted above); coordinates tri-campus faculty collaborations; delivers a substantial portfolio of community-engaged programming; and supports undergraduate and graduate students through experiential learning, research-creation, and archive-based training. With this scale of activity, SLS now requires the organizational structure, governance processes, and cross-campus mandate that an EDU:C provides and which are necessary to sustain the proposed multi-year research projects effectively, steward growing partnerships, manage student training pathways, and meet the institutional expectations associated with the scale SLS has already achieved.

EDU:C status is necessary to consolidate and expand SLS's leadership in three key areas. First, SLS has become a central node for interdisciplinary research and research-creation at the University of Toronto Scarborough, where faculty members have successfully received tri-agency funding to support projects—which, as noted above, are administered through the budgetary units in which these faculty members are appointed—convening national and international scholarly events, and generating new forms of public scholarship rooted in community partnership. These activities demand increased capacity for coordinating research streams, supervising highly qualified personnel (HQP), stewarding digital and physical research assets, and supporting faculty collaboration at scale.

Second, SLS's work now spans multiple units and divisions, including, within UTSC Arts, Culture and Media; Health and Society; Psychology; and Management; and, at UTSG, the Faculty of Music. Through the graduate appointments held by UTSC-based faculty members, SLS also facilitates connections with the Faculty of Information (Professor Stanbridge); the Ontario Institute for Studies in Education (Professor Mantie); the School of Cities (Professor Niknafs); and the Dalla Lana School of Public Health (Professor Sicchia), which are located at UTSG. Formal EDU:C status will enable SLS to act as a structured connector, extending beyond UTSC, rather than an informal cluster based at a single department at a single division, ensuring governance-level recognition of its cross-faculty collaborations and of its role in advancing UTSC's [Strategic Plan](#), especially with respect to priorities in inclusive research, experiential learning, and community partnership.

Third, SLS has developed deep, reciprocal relationships with community organizations across the eastern Greater Toronto Area (GTA). These relationships, which involve co-creation, shared leadership, and long-term collaborative commitments, require the administrative capacity and stability that the EDU:C framework affords.

As an EDU:C, SLS will advance UTSC's academic mission by serving as a platform for interdisciplinary research excellence, community-engaged scholarship, and research-creation. It will coordinate a tri-campus network of faculty, students, and community partners; host major scholarly and public events; support undergraduate and graduate experiential learning and Highly Qualified Personnel (HQP) development; and generate high-impact research outputs grounded in ethical, reciprocal partnership. The EDU:C structure—operating under the oversight of the OVPD with a Director and Executive Committee—will provide the governance, stability, and administrative capacity necessary for SLS to deliver on its commitments, sustain its partnerships, and meet the expectations of the required five-year review.

SLS's proposal to become an EDU:C is grounded in demonstrated performance, institutional alignment, and clear future potential. The unit already contributes meaningfully to UTSC's Strategic Plan through its commitments to intentional inclusion, reciprocal engagement, student success, and community-engaged research. As an EDU:C, SLS will be positioned to deepen these contributions, expand its interdisciplinary research leadership, and continue to serve as a vital bridge between the University of Toronto and the diverse communities of Scarborough and the eastern GTA.

Background and Evidence of Readiness to Establish as EDU:C

SoundLife Scarborough (SLS) has achieved substantial success as an EDU:D. Operating for almost three years with the confidence of both the Office of the Vice-Principal Research & Innovation (OVPRI) and the Office of the Vice-Principal Academic & Dean (OVPD), we are well-positioned to establish SLS as an EDU:C. SLS is invested in expanding notions of community music to inclusively support well-being and nurture a culture of care at U of T Scarborough and beyond. We actively leverage existing infrastructure to make increased use of the diverse resources available and complement current university structures, processes, and strategic priorities, such as: transformative experiential and life-long learning opportunities; growing and enhancing emerging areas of research; developing and strengthening partnerships and collaborations rooted in equity and reciprocity; and deepening alumni relationships. SLS advances U of T Scarborough's Strategic Plan by embracing values such as intentional inclusion and reciprocity. Our work advances

multiple priority areas of the U of T Scarborough strategic plan, [*Inspiring Inclusive Excellence*](#), through our deep and enduring local partnerships (4.1), our innovative research strengths and intentionally designed notion of community music that distinguish our program (2.1, 2.3i), and our accessible pathways which enhance the quality of our undergraduate curricular and co-curricular experiential learning experiences (1.1). Since its launch on July 1, 2022, SLS has been based in the Department of Arts, Culture and Media (ACM), which has been supporting its intellectual and administrative work as an EDU:D.

Growth beyond the EDU:D Framework

SLS now leads a number of multidisciplinary research projects and its affiliated members conduct award winning research, such as Laura Risk’s 2024 ISAPM Article Prize (e.g.: \$50,000 SSHRC Connection Grant - “This Could Really Be a Good Life”: Music and Youth Mental Health – PIs - Lynn Tucker, Laura Risk (ACM-Music); collaborators - Suzanne Sicchia (Health & Society), Amanda Uliaszek (Psychology). These funds, administered through the PIs’ budgetary units, provide support in ways that clearly enhance SLS’s offering to the campus, our partners, and our local communities. Since SLS was founded, new courses in music and health have been approved by governance at A, B, and C levels, including: MUZA02H3 *Introduction to Music and Health*; MUZB03H3 *Applications in Music and Health*; and MUZC02H3 *Music and Health in the Community*; these courses are offered by ACM. In addition, dialogue regarding potential curricular connectivity is currently underway with colleagues in psychology, neuroscience, and music.

As an EDU:C, SLS will consolidate momentum and enable greater impact in interdisciplinary research and collaboration; high-impact, community-engaged research-creation and learning co-production with partners; pursuit of larger tri-council and partnership-based grants; and cross-departmental curricular innovation and social-entrepreneurial activities. These are core EDU:C functions that require formalized governance, a defined tri-campus mandate, and stable administrative support.

With EDU:C status, SLS will strengthen its capacity to sustain partnerships among faculty members and departments at UTSC—including Arts, Culture and Media; Health and Society; Management; and Psychology—and deepen collaborations with divisions such as the Faculty of Music at the University of Toronto’s St. George campus. It will further weave together research fields such as applied musicology and archival studies while building on existing relationships with the musical communities of the eastern GTA through the ACM’s Music program. UTSC will serve as the Lead Division. The Office of the Vice-Principal and Dean will assume active administrative and budgetary responsibility and appoint a Director, in consultation with SLS faculty members,

who will be responsible for administrative operations. This model ensures accountability and continuity appropriate to an EDU:C.

SoundLife Scarborough's activities include an intimate and interconnected relationship between research and local, inclusive, and accessible community engagement opportunities and programs. SLS advances a defined research domain at the intersection of community music and research-creation through five distinct avenues:

- (1) community music, well-being, and access pathways;
- (2) research and creative practice;
- (3) technologies of music production, reception, and pedagogy;
- (4) civic partnerships and policy for inclusive cultural ecosystems; and
- (5) work-integrated and experiential learning in the arts.

These themes are delivered by multi-departmental, tri-campus teams in collaboration with community partners following UTSC's Partnership & Engagement Framework and are aligned with the Strategic Plan's commitment to "Inspiring Inclusive Excellence," particularly its commitments to inclusive engagement, reciprocal partnerships, and student and community well-being.

We are home to academic research in the following fields of study: applied musicology; community music; music business/industry and management; music and health; music education; music preservation; music technology/production; performance studies; popular music; and psychology and neuroscience. Each of these aspects of research are accompanied by robust research methods and tools that include (but are not limited to): ethnography, performance and research creation, surveys, discourse analysis, and participant observation. We champion a barrier-free approach so that debates in the community music field can be attended to, such as formal versus informal music instruction, or artistic excellence versus social inclusion (Varvarigou and Creech 2021). The rigidity of such positions in the literature is often impacted by the lived experiences of music making which make more complex the theoretical concerns of scholars. Similarly, in the critical datafication literature on music cultures, as scholars such as Robert Prey and David Hesmondalgh illuminate, there is a lack of lived experiences considered by scholars in their theoretical ruminations, especially around the behavioural implications and impacts of music streaming platforms (Prey 2020; Hesmondalgh 2025).

Our approach to making and experiencing music is the intimacy we strive for that fuels the research process. SoundLife Scarborough is grounded not in disciplinary boundaries but in

collaborative, community-rooted research, exemplified in the creation of the Scarborough Music Archive which is deeply entangled with the waves of migrated peoples to the borough reflected in multiple music genres, such as reggae, fiddle, and steelpan. The archive is already home to ephemera from our local Scarborough music scene from the early 1990s onwards, including digitized event flyers, oral histories, cassettes, and local music journalism all donated by members of the Scarborough community.

Since its beginning, SLS serves as an interface for the campus and local communities to participate in musical activities both on and off campus, and to explore the varied relationships scholars and artists create with music. SLS works with faculty members and their respective units to co-create and co-facilitate music and music-adjacent interdisciplinary opportunities with internal and external communities and partners. As an EDU:C, SLS will continue to grow curricular and co-curricular experiential learning opportunities while supporting collaborative faculty-led research. In the spirit of openness and reciprocity central to participatory music-making itself, SLS serves as a much-needed connector between our campus community and local neighbours and organizations. Building upon existing partnerships and our growing network of community organizations, SLS serves to further develop reciprocal relationships where students can shape their learning and practice through the environments and communities in which they work and learn. By prioritizing creative practice and community music making, SLS challenges the siloed academic traditions that isolate music scholarship.

We believe academic inquiry is most rigorous when it emerges from embodied, participatory engagements with music—an approach that opposes the conservatory-style practices still prevalent in many faculties of music. Just as importantly, SoundLife Scarborough is aligned with UTSC's Partnership & Engagement Framework as our acts of inclusion are intentional, our value of reciprocity is actively and purposefully exchanged, and we embrace community members and students as partners. As such, SoundLife's research trajectories are intentionally tied to and in response to the voices of our students and community partners.

SoundLife Scarborough supports learner-centered public engagement, including a range of participatory music activities, student learning and leadership opportunities, and campus-wide engagement as a catalyst for improved well-being. The scope of our activities includes barrier-free community music events, interdisciplinary research collaborations, community research engagement, and courses.

SLS strategically reflects the strengths of our faculty researchers and teaching interests, toward:

- breaking down barriers to participation in music-making

- fostering healthy communities through community music-making
- enhancing social and personal well-being for students
- supporting students in developing creative, flexible, and participatory approaches to music-making

At SLS, we undertake these activities through annual gatherings that engage community partners, organization of a range of special campus and community events, particularly those with a focus on health and well-being, and through annual symposia.

SLS's commitment to supporting health and well-being through music-making is timely and in line with renewed campus priorities, particularly regarding the growing energy around the Scarborough Academy of Medicine and Integrated Health (SAMIH) and associated initiatives including the expansion of Health Studies and Sciences at U of T Scarborough. MUZA02H3 *Introduction to Music and Health*, offered by ACM, has been added as a course option for students enrolled in the Certificate in Pathways to Health Professions, offered by the Department of Health and Society. This creates an additional access point to SLS initiatives where students can engage in critical dialogue regarding connections between health and music, and as active music-makers through participatory-based activities. Conversations regarding career pathways also align with The Music Pathways Project (TMPP), an SLS-based, research-informed initiative responding to the disconnect between student perceptions of music and music-adjacent careers and the realities of a rapidly evolving music industries. Students have access to SLS's wider community engagements, broadening their experiences and professional networks via SLS facilitators, diverse and inter-generational participants, and community members at large with opportunities to consider more broadly the intersections between the arts, music, and well-being.

Academic Rationale

SoundLife Scarborough's research is grounded in a clearly defined scholarly domain: **community music and research-creation understood as relational practice**. This domain positions community music-making not merely as an artistic activity but as a site of inquiry where knowledge is produced through relationships, collaboration, and creative engagement. SLS work inhabits and advances the intertwined academic fields of community music and music education, both of which insist on ethical engagement, social participation, and the recognition that research impact can be increased through attentiveness to the emotive, the expressive, and the aesthetic. Within this domain, SoundLife Scarborough synthesizes urgent academic priorities including: work-integrated learning, soft skill development, youth mental health, and the growing importance of experiential learning in an era of generative artificial intelligence.

A foundational insight from community music scholarship is that community music-making is “about the creation and the performance of relationships” (Small, 1998, p. 193), the effects of which have long-reaching impacts on, and connections to, myriad aspects of everyday lives well-lived (Gosine et al, 2017). Indeed, when Harvard University decided, in 2017, to make one of their music theory sequences optional, stimulating significant outrage, what has become crystal clear is the waning relevance of the music conservatory model in the lives of future musicians and recording artists. Since at least 2015, the music program at UTSC has been transitioning into a model of music training that values accessibility, honours music histories beyond Western Europe, and is generous in its interpretations of what a music program could be once it embraces the modern-day student. On a campus with an abundance of international students, in a city with more than half its residents born elsewhere, music offers a way to circumvent differences, a language of emotional connection, a healthy and healing means of navigating an increasingly isolating technological contemporary moment.

Music is often separated into many different academic fields and departments that do not communicate with each other. These divisions—or “silos”—make it harder for people to study and enjoy music in a rich, connected way. SLS aims to overcome those barriers through a concerted effort to centre the communal relations of music through a diverse offering of events, research projects, and partnerships with local organizations. The soft skill of making and successfully managing relationships is invented, rehearsed and celebrated through the creation of music. As we continue to exist in an era of digital music and the platformization of music and its increasingly isolating impacts, the relationships embedded in community music-making and the soft skills needed to manage these relationships take on heightened importance.

Additionally, research has demonstrated community music’s benefits to psychological, social, and emotional well-being (Yon Yi and Kim, 2023; Veblen, 2007). As identified by the Community Music Activism Commission (n.d.), “community music activities ... provide opportunities to construct personal and communal expressions of artistic, social, political and cultural concerns. ... they can contribute to the development of economic regeneration and can enhance the quality of life for communities” (n.p.).

Moreover, community-engaged music-making is uniquely suited to UTSC’s student population and the campus’s strategic priorities. With a highly international student body and a location embedded in one of the most culturally diverse regions of the GTA, UTSC benefits from programming that uses music as a mode of connection, communication, and wellbeing. Community music provides accessible entry points for students of different musical backgrounds, supports emotional and social

health, and aligns with UTSC's commitments to experiential learning, intentional inclusion, and reciprocal community partnerships. SLS's focus on participatory, flexible, and culturally diverse music-making directly supports these institutional goals and provides a robust platform for research-creation, public scholarship, and interdisciplinary curriculum development.

Community music activities at SLS provide opportunities for members with diverse musical, cultural, and personal backgrounds to engage meaningfully with one another in and through participatory music-making that develops relationships and supports lifelong learning and engaging with music. For example, SLS was invited to participate in the Building Communities Through Inclusive Health Conference, co-hosted by UTSC and the Scarborough Health Network, where we worked alongside a range of Scarborough and Eastern-GTA organizations and shared music-related research and programming opportunities with delegates; led a facilitated panel discussion titled "Music: A Key Ingredient of Healthy Communities and Positive Daily Living"; and, engaged SLS partner and Scarborough-based musician and holistic therapist and consultant, Negus Medhin, who facilitated an energizing and welcoming "no experience required" hand-drumming circle for participants. Recently, SLS was invited by the Community Partnerships & Engagement team to join a collaboration in the Golden Mile, a priority area for the campus anchor institution plans. We partnered with Scarborough Arts and the West Scarborough Community Centre to facilitate music-making sessions alongside a rich slate of arts-based activations, for intergenerational participants – children to seniors. This opened opportunities for facilitation and leadership by members of our undergraduate SLS team, as well as honoraria-based contracts for SLS facilitators and partners. The establishment of SLS as an EDU:C enables this research initiative to further mature and to deepen our carefully developed and nurtured partnerships, and, in so doing, open more avenues for community engagement both on and off campus.

At its core, SoundLife Scarborough is designed to live at the intersection of community music and research creation, offering an entry point to hands-on experiential learning, critical reflection, soft skill development, relationship management, and wellness. This entry point offers opportunities to engage fields beyond community music, so that musicological, sociological, cultural, technological, and psychological discourses and concerns can be explored via cognate fields where our researchers wield their expertise in applied musicology, music preservation, the psychology of music, and more. Bringing together diverse expertise beyond our community-music and research-creation focus broadens the university classroom and deepens our connections across the rapidly growing and diverse communities of the eastern Greater Toronto Area.

Research creation "promotes critical dialogue within the artistic field, with other relevant fields of knowledge and between the scholarly and professional domains" (Association Européenne des

Conservatoires, 2015, p. 2), thus occupying a productive interdisciplinary space that allows for new forms of inquiry and new modes of sharing outcomes. The result is “a process that uses the expressive qualities of form to convey meaning” (Barone and Eisner, 2012, p. xii). As Barone and Eisner have argued, research that “effectively employs aesthetic dimensions in both its inquiry and representational phases” has the potential to “provide an important public service that may be otherwise unavailable” (n.p.). Presenting research through artistic means thus “makes new worlds” (ibid., n.p.). Likewise, Stévanec and Lacasse describe “a relationship of causality” wherein “both research and creation reciprocally influence each other in a dynamic and causal interaction” (2019, p. 125). It is precisely this sort of “fruitful short-circuit” (ibid., p. 57) that SLS seeks to achieve by recognizing and leaning into the affective potential of arts-based research as a means of increasing impact.

In Fall 2021, SLS research associates Lloyd McArton and Delicia Raveenthirarajan conducted a review of the relevant scholarly literature on university-community collaborations specifically in connection to music. SLS was envisioned on the four pillars of healthy university-community relationships outlined by Hearn (2006): reciprocal practice, sustaining long-term action, focus on community strengths and assets, and sensitivity to the dynamics of power and privilege in every relationship (pp. 27-28).

These symbiotic musical relationships between university and community can be further strengthened through artist residencies (Campbell & Dudley, 2018), whereby community musicians and the university share resources and knowledge with one another to promote musical growth in curricular and community contexts. In line with other global initiatives to bridge community and university musical practices (Bartleet, 2009; Campbell & Dudley, 2018; Crawford, 2020; Hearn 2006), SLS follows Undercofler’s (1997) suggestion that the initiative to establish sustainable and dynamic relationships with the surrounding community should be taken by university music programs, who can then help to “facilitate the formations of local visions and plans, provide impetus for initial organizational structures, and provide staff development and ongoing evaluation services” (p.18).

SLS proposes an innovative approach to community-engaged research-creation centered around the curation of participatory music events. These events bring scholars, students, and community partners together to ask new questions and launch new conversations. SLS initiatives thus serve the broader community while simultaneously functioning as a learning lab for faculty and student researchers engaged in these areas. By proposing community-focused event curation as a form of research that encompasses data collection, analysis, and representation, we work towards the enrichment of cultural understanding on multiple levels: at UTSC as we work to advance the

campus strategic plan, and more broadly the University; within the Scarborough community; in the GTA; and, the wider scholarly and artistic communities. Notably, more “traditional” research outputs at SLS—including an annual symposium, a speaker series, conference presentations, and journal articles—are all grounded in participatory music event curation. In 2024-2025 we gathered 1,391 attendees at our weekly programs, totaling 100 events and our annual forum. Additionally, we have nurtured multi-year partnerships with the Toronto District School Board to bring 104 high school students to our two youth forums and wellness fairs.

Ultimately, SLS proposes a multi-modal approach to both doing and sharing research in the public sphere. Our research assistants and students in courses such as MUZC21H3 *Musical Diasporas* and MUZC81H3 *Issues in Popular Music: Heritage, Preservation & Archives*, offered by ACM, build skills through the interviewing, transcription, and digitization of archival materials for the Scarborough Music Archive. We plan to draw on these curricular activities to develop a course on Music in Scarborough, to be housed within ACM, with an intentional effort of connecting and bringing into the classroom our many local partners. Through these wide-ranging activities, SLS advances innovative, community-engaged approaches to public humanities research. These approaches also inform disciplines beyond the humanities—such as health sciences, education, and archival work—where participatory, community-based methods can deepen understanding of wellbeing, belonging, and social cohesion.

As SLS continues to evolve, we anticipate pursuing course design and development drawing on our interdisciplinary affiliations and strengths. For example, current conversations between music, psychology, and neuroscience align well with health studies priorities for the campus. While each holds a set of discipline-specific offerings, exploring and creating shared curriculum that formalizes interdisciplinary connection has potential. A new agreement between ACM-Music and OISE, through a [Combined Master of Teaching](#) degree, opens the possibility of a new course that builds on MUZB02H3 *Introduction to Music Teaching, Facilitation, and Learning* could be a progressive next step in co-creating courses that draw on SLS programming options, fostering greater tri-campus connectivity.

Research-creation enables “the insertion of voices and practices into the academic everyday” through work that “trouble[s] disciplinary relays of knowledge/ power, allowing for more creative, sensually attuned modes of inhabiting the university as a vibrant location of pedagogical *matter*ing” (Loveless, 2019, p. 3). This approach crosses the lines of “‘practice’ and ‘theory’” to “produce objects that work not only across discursive fields but challenge the norms of those fields” (ibid., p. 37). This is an important approach for community music-based research, as community music itself poses a challenge, having “emerged as a counter-narrative to the

hegemonic music canon: it seeks to increase the participation of those living on the boundaries” (Willingham, 2019). Research-creation, through the lens of community music-making, is therefore not just a means of telling the same stories in new ways, but rather of telling new stories altogether. It is in this spirit and space of radical newness that SLS’s research trajectory operates.

Five-year Plan

Over the next five years, SLS will expand its research and research-creation activities in ways that deepen its defined scholarly domain while offering measurable contributions to UTSC’s research, teaching, and community-engaged mandates. As an EDU:C, SLS will pursue multi-year research programs in three interconnected areas:

1. Access pathways in formal and informal music education.
2. The role of emerging technologies for music production and reception.
3. The changing community music and music industry landscapes both regionally and nationally.

SLS will proceed by anchoring each stream in long-term partnerships, participatory research-creation, and commitment to reciprocal community engagement.

To implement these research initiatives, SLS will sustain and grow its partnerships with community organizations through reciprocal practices grounded in understandings of relationship and obligation, which draw inspiration from Indigenous ways of knowing and connection to the land (Kimmerer, 2017). Over the next five years, SLS will formalize at least twelve active community partnerships, renewing existing relationships while building new collaborations in priority neighbourhoods aligned with UTSC’s anchor institution plans. Each partnership will participate in co-created research projects, annual consultation dinners, and publicly accessible programming that reflects shared priorities identified by partners themselves

Research at SLS centers community voices and commits to processes as well as outputs that are meaningful to community partners. Indeed, community partners are connected to the research process from conceptualization to output. Through SLS’s community music programming and initiatives, we recognize that “at its heart, community music involves the creation of inclusive, locally embedded, community-led opportunities for engagement in music” (Bartleet, 2023, p. 36); and that, moreover, “social change is a process, not a destination” (ibid., p. 42). SLS engages community members in participatory programs where they help shape the goals and outcomes of each session. These programs support meaningful connections between music, health, and

wellbeing.

SLS grounds its work with community partners in reciprocity, and will as an EDU:C, regularly engage in dialogue and consultation toward co-created and collaborative initiatives. In each of its partnerships, SLS is engaged in one of the eight nodes on U of T Scarborough's [Community Partnership & Engagement Framework](#). For example, our existing relationship with the Toronto District School Board has reached a point of collective action (node 7) as we recently held a professional development day for educators to discuss student wellness and music educator mental health on the U of T Scarborough campus. This event moved through stages of coordination (node 6) and collaboration (node 5) with an intentional inclusive lens that offered attendees considerations around event timing, family responsibilities (kids are welcome!), movement needs, dietary consideration, and event location. With our Durham District School Board partnership, we have identified aligned values (node 1) and continue towards a framework for understanding each other's needs. We are jointly exploring a move towards shared interests and the possible coordination of future co-created events and activities.

As an EDU:C, SLS will continue to engage partners through the hosting of annual Community Partners Dinners and Consultations, which serve as both ongoing consultation with stakeholders, networking opportunities, as well as a moment to share and celebrate the collective work of the group. For these events, we are conscious of our community partner's responsibilities, and our Partners Dinner ensures a reciprocal offering that entails offsetting attendees' parking costs, hospitality, and modest stipend so that no expenses or staff time are lost or unrecovered. We rotate our Partners Dinners to occur in the community one year and on campus the next, demonstrating our desire to recognize that the university must live in good relations with its local community and that we have a role in animating and supporting community relations, especially in our immediate neighbourhood. These actions ensure we do not practice an extractive logic, but rather advance UTSC strategic priority 3.4, as we "promote a culture ... that support individual and collective well-being for all students, faculty [] staff," and we would add community partners to this list, dovetailing nicely with strategic directions [4.1.](#) and [4.2.](#)

SLS will build on these existing strengths to establish a coherent five-year program of community-engaged research and research-creation. These partnerships will provide the foundation for longitudinal inquiries, multi-site research-creation projects, archive-building initiatives, student placements, and co-designed events that respond to community-identified priorities. This expansion represents a deepening and formalizing of the core work SLS already undertakes: relational, reciprocal, community-rooted musicking that generates research questions, produces knowledge, and enriches both the university and the communities with whom it collaborates.

By the end of the five-year period, SLS will have established itself as a mature EDU:C with a robust and measurable research-creation portfolio; a sustained network of long-term community partners; expanded curricular and extra-curricular pathways for student training; a significantly developed archival infrastructure; and a stable cycle of scholarly, creative, and public outputs, through public programming, conferences, and workshops. As SLS grows, it plans to become UTSC's hub for community-music practice and music-based research-creation and will continue to collaborate with other research groups across the tri-campus working in related areas. Through these planned initiatives, SLS will contribute to the University of Toronto's research excellence, community engagement, and commitment to inclusive, reciprocal, and socially embedded scholarship.

Consultation

This proposal builds on work already completed beginning in 2022 when SoundLife Scarborough launched as an EDU:D. The initial proposal was developed by Professor Lynn Tucker and Professor Laura Risk, with support from Professors Mark Campbell, Roger Mantie, Alan Stanbridge, and Kotoka Suzuki as well as research associates, Lloyd McArton, Marco Adamovic, and Delicia Raveenthirarajan. Colleagues and academic units across U of T Scarborough and the University of Toronto tri-campus community were consulted; community partners are consulted on an annual basis.

In developing this proposal to establish as a new EDU:C, SLS has expanded its faculty members to include an interdisciplinary group of scholars based at UTSC and UTSG campuses. As part of this process, an extensive process of consultation was undertaken. This proposal was circulated within UTSC, as well as to relevant divisions across the University from February to June 2026 for input and feedback.

Within UTSC:

- All sixteen academic departments
- Centres and Institutes: Centre for Global Disability Studies; Culinary Research Centre; Institute for Environment, Conservation, and Sustainability (IECS); Institute for Inclusive Economies and Sustainable Livelihoods (IIESL)
- UTSC Library

UTSG:

- Faculty of Arts & Science (including the School of Cities)

- Faculty of Information
- Faculty of Music
- Ontario Institute for Studies in Education (OISE)
- University of Toronto Mississauga
- Dalla Lana School of Public Health

Among the academic units within UTSC that provided responses, all expressed support for the proposal or indicated no concerns regarding the proposed transition of SoundLife Scarborough from an EDU:D to an EDU:C.

The Centre for Drama, Theatre & Performance Studies in the Faculty of Arts & Science expressed support for the proposal. Support was also conveyed by the University of Toronto Mississauga. We are encouraged by the results of this feedback, which yielded no negative responses and was on the whole supportive of the proposed EDU:C. See Appendix 2 for further information on consultations undertaken since 2022.

Faculty Participation

SoundLife Scarborough faculty members represent an interdisciplinary mix of units, research, and practices. They also comprise the SLS Executive Committee, offering support to the director. The executive committee will be convened for an annual meeting and consultation and will attend additional meetings as needed.

Member	Budgetary Unit	Division /Campus
Mark V. Campbell	Associate Chair, Research & Creative Practice; Associate Professor, Department of Arts, Culture & Media and Faculty of Music	UTSC and UTSG
Tony Leong	Contractually Limited Term Assistant Professor, Teaching Stream, Department of Arts, Culture & Media	UTSC
Roger Mantie	Professor, Department of Arts, Culture & Media	UTSC
William McConkey	Associate Professor, Teaching Stream; Academic Director, New Venture Program, The BRIDGE, Department of Management	UTSC
Nasim Niknafs	Associate Dean, Research; Associate Professor, Faculty of Music; Co-Director, Creative Communities Commons, School of Cities, Faculty of Arts & Science	UTSG

Laura Risk	Associate Professor, Department of Arts, Culture & Media	UTSC
Mark Schmuckler	Professor, Department of Psychology; Principal Investigator, Music Cognition Lab	UTSC
Suzanne Sicchia	Associate Dean, Undergraduate Programs & Curriculum; Associate Professor, Teaching Stream, Department of Health & Society and Dalla Lana School of Public Health	UTSC and UTSG
Alan Stanbridge	Associate Professor, Department of Arts, Culture & Media and Faculty of Information	UTSC and UTSG
Kotoka Suzuki	Associate Professor, Department of Arts, Culture & Media	UTSC
Lynn Tucker	Associate Dean Experiential & Global Learning; Associate Professor, Teaching Stream Department of Arts, Culture & Media	UTSC
Amanda Uliaszek	Professor, Department of Psychology	UTSC

Several key Academic Partner Units and associated staff are also engaged with SLS and are instrumental in our ongoing success. They include:

- **UTSC Library** - Bennett Steinburg, Research & Digital Initiatives Librarian; Kirsta Stapelfeldt, Associate Librarian, Research & Digital Initiatives
- **Community Partnerships & Engagement** - Kimberley Tull, Director - Community & Learning Partnerships and Access Pathways; Melanie Blackman, Team Lead; Marisa Silver, Team Lead; Anushay Irfan Khan, Program Integration and Design Coordinator; George Amoh, Coordinator - Community Partnerships; Celeste Ceres, Community Partnerships & Engagement Communications Officer; Denise Lopes, Access Programs Coordinator
- **Arts & Science Work-Integrated Learning** - Julie Witt, Work-Integrated Learning Team Lead; Saddaf Syed, Work-Integrated Learning Coordinator; Jocelyn Babudri, Work-Integrated Learning Coordinator
- **The BRIDGE** - Arjuna Thaskaran, Industry Partnerships, Innovation, and Work-Integrated Learning Lead

External Partners

SoundLife Scarborough collaborates with local school boards and community organizations. The terms of our relationships with community organizations involves developing collaborative creative relationships grounded in reciprocity. We invite leaders from Scarborough and Eastern GTA-based organizations with music- programming opportunities for our annual partner dinner and consultation event. Shared knowledge and data gathering guide our priority-setting, ideation process, and planning and development. While we do not have formal agreements with community organizations, our partnerships revolve around co-creation and collaboration of events, such as our SSHRC-supported research project, “This Could Really Be a Good Life”: Music and Youth Mental Health Forum, funding for which is administered by the budgetary unit of the PI.

The following list provides an example of the partners engaged through the 2026 Community Partners Dinner and Consultation event:

Bach Children’s Chorus
BGC East Scarborough
West Scarborough Neighbourhood Community Centre
Community Music Schools of Toronto
Durham Catholic District School Board
Elevated Grounds
Holistic Vibrancy
iNsight Circles
Loop Sessions Toronto
Malvern Family Resources Centre
Next Generation Arts
No Need to Vanish
R.I.S.E. Arts & Community Services
RoundTable Enterprises
The HOOK & Company
Unity Charity

Governance/Administration Structure

The Lead Faculty/Division is the University of Toronto Scarborough, with the Office of the Vice-Principal Academic & Dean (OVPD) responsible for financial oversight. The Director is appointed by the OVPD for a five-year term (renewable once) and is accountable to the Dean for policy,

budget, and administrative operations and assessments. With the proposed establishment of SLS as a new EDU:C, the Director is not appointed under the *Policy on Academic Administrative Appointments*. As a consequence, an EDU:C may not administer research funds or enter directly and on its own authority into commitments, agreements, or contracts. All monies and research funding will flow through the PI in their academic home unit.

The SLS Director provides leadership, with guidance from an Executive Committee comprising affiliated faculty from Management, Psychology, ACM, and Health & Society at UTSC, along with a member from the Faculty of Music (Nasim Niknafs), at UTSG, which will meet at least annually to advise the Director. The Director is also responsible for exploring additional formal opportunities for both individual and group consultation with community partners to make space for university- community networking and knowledge creation, exchange, and mobilization.

The SLS Director will be supported by a Coordinator. The Coordinator (a part-time administrative staff position) will lead the student team of undergraduate RAs and will be the primary liaison with the UTSC's Office of the Vice-Principal Academic & Dean (OVPD). The Coordinator will also support logistical matters relating to SLS, including communication and promotion. Additionally, the Director will meet at least once per year with an Executive Committee composed of all EDU:C members. During monthly Music program meetings and quarterly OVPD meetings, the SLS Director will provide regular updates on activities. They will also communicate with UTSC's Team Xperience regarding all experiential learning components connected to SLS activities, including the Work-Integrated Learning (WIL) staff in Arts & Science Co-op & WIL and in the Community Partnerships and Engagement office.

SLS shall maintain a public list of members across the university. Faculty members and researchers have no administrative responsibilities to SLS.

Budget

SoundLife Scarborough, as an EDU:C, will implement its initiatives by drawing on an operating budget of \$100,000 per year, which has been confirmed, pending governance approval, by the OVPD, which will also administer these funds. The budget will be reviewed by the OVPD on a yearly basis, no later than January 31. The proposed budget is in keeping with the foundation laid for SLS as an EDU:D and reflects new and exciting interdisciplinary directions SLS will take as an EDU:C.

The investment in administrative staffing support will bring even greater efficiencies to SoundLife

Scarborough, ensuring the necessary administrative and logistical tasks are managed and allowing affiliated faculty greater time and attention to leverage SLS and its network of community partners toward larger grant-funded research projects and knowledge mobilization opportunities.

SLS remains committed to hiring and mentoring students in both administrative and research capacities as part of the team. These efforts enhance experiential and work- integrated learning opportunities for both undergraduate and graduate students and strengthen tri-council grant applications as they typically require demonstrated commitment to hiring and training the next generation of scholars.

SLS offers a diverse range of global-local music-making experiences for all members of our campus community – students, staff, faculty, alumni – and participants from our local communities. Hiring internationally renowned professional facilitators has enhanced participatory music-making, better reflecting the lived experience of our participants and broadening opportunities beyond the western cannon. Access to these opportunities has further enhanced curricular-based learning across several courses, enhanced healthy campus priorities as part of our commitment to the Okanagan Charter, and increased social and networking opportunities in intergenerational spaces.

Investments in accessible music-making on the UTSC campus, as well as partner relationship development through networking and micro-grant competitions grounds SLS work in our values of reciprocity, wellbeing, flexible music-making, and access. This supports growing trust and mutual respect with community members and groups who have and in future may join us in co-created events on and off campus, as well as major collaborations and grant proposals such as those in the SSHRC Partnership Development series.

SoundLife Scarborough Annual Budget (at a glance)		
Staffing	SLS Coordinator	\$43,000
	Student Research Assistants	\$7,000
	Music Teaching Artists/Facilitators	\$14,000
Research & Knowledge Mobilization	Micro-Grants – undergraduate and graduate students	\$4,000

	Micro-Grants – community partners	\$4,000
	Pre-Doctoral Fellowship	\$1,500
Events	Lecture Series	\$2,000
	Annual Public Forum	\$10,000
	Community Partner Dinner & Consultation	\$3,500
Administration	Director's Stipend	\$5,000
	Associate Director	\$5,000
	Materials	\$1,000
TOTAL:		\$100,000

Staffing

Coordinator (a new part-time administrative staff position) to facilitate the operations of the EDU:C in collaboration with the director(s) and with the assistance of the RAs, supported by the operating budget as outlined above. Duties include collecting and compiling application submissions for grants, RA-ships, fellowships; managing event RSVPs; sending publicity emails related to Centre activities; coordination with internal and external partners for logistics and payment arrangements (e.g. hotel bookings, etc.): \$43,000.

Undergraduate student RA-ships to support the work of the center and support undergraduate student professionalization by developing skills in running an academic research center, such as: (co-)facilitation and public speaking opportunities; data mining and synthesis; supporting communications e.g., website updates, social media content development; planning and hosting conferences or speakers; etc. \$7,000.

Teaching artists / facilitators for community-engaged event programming and curation: \$14,000.

Research & Knowledge Mobilization

Small seed grants for research projects and/or co-sponsored events (e.g.: film screening, book launch, etc.) led by faculty members and/or graduate students: 4-6 grants of \$750 - \$1,000, awarded on a rolling basis. \$4,000

Micro-grants to community partners to enable co-creation of projects, events, and activities, e.g., 5-10 grants of \$500 - \$1,000 toward hosting a visiting speaker, organizing a collaborative workshop, awarded on a rolling basis. \$4,000.

Predoctoral fellowships (e.g., to offer two fellowships each academic year to late-stage doctoral students writing dissertations on a topic related to SLS. Each fellow receives a \$1,000 stipend, gives a public talk, and is offered \$500 to plan an event). To be implemented in stages, stepping up to two fellowships per year by the third year of the EDU:C, \$1,500.

Events

Flagship events to be planned by the director(s) in consultation with affiliate faculty. Funding to be supplemented by external grants and support from other campus units as needed:

1. Music Performance Speaker Series: \$2,000
2. Annual symposium: \$10,000
3. Annual Community Partners Dinner and Consultation, including honoraria for community partners. The Board meets annually to discuss areas of strength and improvement for SLS. \$3,500

Administration

Director's and Associate Director's stipend to facilitate functions of the centre, enabling research and community partnerships. \$10,000

Materials and supplies budget, including printing costs, office supplies, web hosting. To be administered by the Centre's director and administrative staff. \$1,000

The Centre will also actively seek external funding, held by PIs, and administered by the budgetary unit in which they are appointed, to host postdoctoral fellows and visiting international researchers, and to promote other interdisciplinary and inter- institutional collaborations.

Review

SLS will be subject to periodic review (normally every five years), commissioned by the OVPD at the University of Toronto Scarborough. The review will assess the EDU:C's sustainability, performance, and achievements relative to the goals set out at its establishment. Possible outcomes

of the review may include closure. Pending a 1 January 2027 launch, the review will take place in the EDU:C's fifth year, to be completed in 2031. Additionally, SLS will complete an annual report that will also serve as an assessment tool and archiving mechanism.

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Appendices

Appendix 1: Proposal for a New EDU:D – SoundLife Scarborough (SLS) from May 2022

PROPOSAL FOR A NEW EDU:D SoundLife Scarborough (SLS)

May 26, 2022

Statement of Purpose

This is a proposal to establish SoundLife Scarborough (SLS) as an Extra-Departmental Unit D (EDU:D), at the University of Toronto Scarborough (UTSC). This EDU:D will serve as an administrative entity to help responsibly sustain partnerships between Scarborough's broader musical community and associated (co-)curricular activities under UTSC's Music & Culture program. UTSC will be the Lead Division. The Vice-Principal Academic and Dean at UTSC will assume active administrative and budgetary responsibility for SLS, and in consultation with all members of SLS, will appoint a Director/Co-Directors, who will be responsible for its administrative and financial operations. SLS will be effective as of September 1, 2022, and the Department of Arts, Culture and Media (ACM) will provide its intellectual and administrative home. To learn more, visit the SLS informational presentation (<https://prezi.com/view/MbE0w1SkVQ1hjDZ1yHo6/>).

Academic Rationale

Overview

The Music & Culture program at UTSC is home to a vibrant participatory music-making environment. However, it lacks the infrastructure, processes, and resources required to fulfill its ever-evolving potential with efficacy and sustainability.

At present, curricular and co-curricular community-engaged music learning experiences are created and facilitated at the discretion of individual faculty, staff, and student groups. This ad hoc approach results in programming and relationship-building that requires disproportionate human resources for development. It also limits the maintenance and sustainability required for healthy, reciprocal relationships with community partners. SoundLife Scarborough leverages existing infrastructure to make increased use of the diverse resources available to the program and complements current university structures, processes, and strategic priorities (e.g.: transformative experiential and life-long learning opportunities, growing and enhancing emerging areas of research, developing and strengthening partnerships and collaborations rooted in equity and reciprocity, deepening alumni relationships, etc).

SLS has the potential to support additional opportunities for learner-centered programming, including a range of participatory music activities, student learning and leadership opportunities, and campus-wide engagement as a catalyst for improved well-being. SLS

responds to the continued growth of the Music & Culture program, including: (a) its ongoing cultivation of community partners; (b) its commitment to the interests, strengths, and goals of learners; and (c) its enrichment of diverse offerings of courses and co-curricular experiences.

SLS strategically reflects the strengths of our faculty research and teaching interests. It aligns with recent changes in the program and supports Music & Culture's core goals of:

- breaking down barriers to participation in music-making
- fostering healthy communities through community music-making
- social and personal well-being for students
- supporting students in developing creative, flexible, and participatory approaches to music-making.

SLS will span across the Music & Culture program's courses, research initiatives, and student experiences. Initially, this will entail the development of pilot projects that target specific musical needs and interests within UTSC and broader Scarborough communities. Through reciprocal relationships and research that foregrounds the experiences and concerns of neighbouring musicians and organizations, SLS looks to maintain and co-create vibrant musical experiences that are mutually beneficial for both the Scarborough and UTSC communities.

Values

SoundLife Scarborough foregrounds four core values:

- **Access:** All programming aims to be free and fully accessible, meaning that events are planned in accordance with the Accessibility for Ontarians with Disabilities Act's accessible event planning tool, specifically ensuring accessibility according to the physical space. In addition, events aim to create socially safe and inclusive environments.
- **Well-being:** SLS strives to foster healthy communities through participatory music-making and aims to strengthen social and personal well-being for all, including internal and external community members.
- **Flexible music-making:** SLS aims to support students in developing creative, flexible, and participatory approaches to music-making as a lifelong practice. The programming celebrates diverse forms of music-making.
- **Reciprocity:** All partnerships with community organizations are to be grounded in the principle of reciprocity, meaning that programming is designed in consultation with community partners, when appropriate, and that the needs and interests of community partners are prioritized when implementing community-based programming.

Community Partnerships

SoundLife Scarborough will serve as an interface for the campus and local communities to participate in musical activities (both on and off campus) and to explore the varied relationships scholars and artists create with music. SLS will allow the Music & Culture program to co-create and co-facilitate participatory music-making opportunities with internal

and external communities. This will substantially grow curricular and co-curricular experiential learning opportunities while supporting community-engaged faculty research. It will also support partnerships between community organizations and the university for music-related activities.

In the spirit of openness and reciprocity central to participatory music-making itself, SLS will serve as a much-needed interface for people from the campus and local communities. Building upon existing partnerships between the Music & Culture program and various community organizations and stakeholders (see Appendix), SLS will serve to further develop reciprocal relationships where students have the opportunity to shape their learning and practice through the environments and communities in which they work and learn. Partnerships may include, but are not limited to: schools, senior living centres, hospitals, community centres, community arts organizations, on-campus departments and administrative units, student groups, alumni relations, and other post-secondary institutions.

Locating SoundLife Scarborough in ACM

ACM is an omnibus academic unit that is home to nine undergraduate programs in Music & Culture, Art History and Visual Culture, Arts Management, Curatorial Studies, Journalism, Media Studies, New Media Studies, Studio Art, and Theatre and Performance. A Joint Specialist in Music Industry and Technology with Centennial College is under review.

ACM operates with an interdisciplinary approach to cultural forms and acknowledges multiple ways of knowing and doing. With an active focus on inclusion, diversity, equity, accessibility, and sustainability, ACM is committed to ensuring reciprocal community engagement at the foundation of both theoretical and practical studies. SoundLife Scarborough will help ACM fulfill this commitment by supporting:

- continued attention to growing the impact of the Music & Culture program
- ongoing cultivation of community partners
- interests, strengths, and goals of learners
- enrichment of diverse course offerings and co-curricular experiences

Proposed Activities

SoundLife Scarborough builds on the momentum of the significant and exciting changes in the Music & Culture program over the last 5+ years. Music & Culture currently offers a wealth of teaching, learning, research, and programming opportunities that could fit under the SLS umbrella (see Appendix), but this programming is intermittent, not adequately resourced, and dependent on limited faculty capacity.

SLS will galvanize research activities within the Music & Culture program, particularly within the program's Community Music area of focus, and draw in other tri-campus faculty and graduate researchers. SLS will support annual colloquia and symposia, further establishing the academic and community presence of UTSC's Music & Culture program, promote the development of student researchers, and support them in critical inquiry, grant writing, and research skills and presentations. SLS will also support community site observations, which

are an integral facet of course work in Music & Culture offerings and act as a foundation on which students can develop ethical and reciprocal research skills.

SLS will host the Music & Culture Speaker/Performance Series, which showcases the breadth and depth of a variety of professional relationships to music. Invited speakers are asked to both speak to and perform their relationships to music-making, composition, and/or performance. The goal is to provide students with an accessible experience by which one can explore the various ways that scholars and artists research, create, and share music.

SLS will create space for co-creation of participatory music-making events for students and community partners. Through the development of mutually beneficial community partnerships, programming will be woven through courses and co-curricular activities, and will encourage learners to explore participation, facilitation, and research by way of experiential learning opportunities. Through the invitation of music teaching artists/facilitators (Booth 2009), SLS's offerings will advance the development of sustainable and reciprocal relationships with community partners; leverage prominent musical leaders in the Scarborough community to complement existing faculty and staff expertise; and increase the diversity of experiential learning and mentorship opportunities available for students. SLS will therefore support students as they build lasting relationships with community partners, function as a springboard to support and launch ideas/innovations sparked through students' senior projects, and serve as a pipeline for emerging talent upon graduation through career-capacity building.

SLS participatory music-making events will include, but are not limited to: Make Music Week, a series of pop up music-making events across the UTSC campus; This Uke's for U-TSC, an interactive music-making series for ukulele players of all ages and levels of experience; and Music in Offices, a new initiative that will offer a menu of music-making events to administrative offices at UTSC and corporate offices in Scarborough. These events are both curricular and co-curricular, and offer students and community partners multiple points of entry. SLS programming will provide students with community-engaged experiential learning opportunities, teaching and facilitation, project management, and community partnership development experiences.

Consultation

This proposal has been developed by Professor Lynn Tucker and Professor Laura Risk, with support from Professors Mark Campbell, Roger Mantie, Alan Stanbridge, and Kotoka Suzuki (this core group includes all permanently appointed Music & Culture faculty), as well as two research assistants, Lloyd McArton and Delicia Raveenthirajan.

Student research assistants Lloyd McArton and Delicia Raveenthirajan conducted a review of the relevant scholarly literature in Fall 2021. SLS is based on the four pillars of healthy university-community relationships outlined by Hearn (2006): reciprocal practice, sustaining long-term action, focus on community strengths and assets, and sensitivity to the dynamics of power and privilege in every relationship (pp. 27-28). These symbiotic musical relationships between university and community can be further strengthened through artist residencies (Campbell & Dudley, 2018) whereby community musicians and the university

share resources and knowledge with one another to promote musical growth in curricular and community contexts. In line with other global initiatives to bridge community and university musical practices (Bartleet 2009; Campbell & Dudley 2018; Crawford, 2020; Hearn 2006), SLS follows Undercofler's (1997) suggestion that the initiative to establish sustainable and dynamic relationships with the surrounding community should be taken by university music programs, who can then help to "facilitate the formations of local visions and plans, provide impetus for initial organizational structures, and provide staff development and ongoing evaluation services" (p.18).

Internal consultation:

- Barry Freeman, Chair; Department of Arts, Culture and Media
- Mary Silcox, Vice-Dean Graduate and Postdoctoral Studies; Office of the Vice-Principal and Academic Dean
- Kim Tull, Director and Melanie Blackman, Team Lead; Community Partnerships and Engagement
- Al Hearn, Education Developer - Experiential Learning; Centre for Teaching and Learning
- Martha Harris, Academic Programs Officer

External consultation:

- Andrea Rose, Professor Emeritus; Faculty of Education - Memorial University of Newfoundland
- Michael Yaffe, Associate Dean and Ruben Rodriguez, Director of Music in Schools Initiative; School of Music - Yale University
- Megan Adcock, Community Engagement Manager; Thornton School of Music - University of Southern California
- Deanna Yerichuk, Assistant Professor and Coordinator of Bachelor of Music in Community Music; Faculty of Music - Wilfrid Laurier University
- Paul Scott-Williams, Former Director; Hume Conservatorium, Australia

Faculty Participation

SoundLife Scarborough is supported by a core group of permanently appointed faculty, all from UTSC's Department of Arts, Culture and Media:

Mark Campbell (Assistant Professor). Graduate affiliation: Faculty of Music
Roger Mantie (Associate Professor). Graduate affiliation: OISE
Laura Risk (Assistant Professor). Graduate affiliation: Faculty of Music
Alan Stanbridge (Associate Professor). Graduate affiliation: iSchool
Kotoka Suzuki (Associate Professor). Graduate affiliation: Faculty of Music
Lynn Tucker (Associate Professor, Teaching Stream)

SLS aligns with the goals of a program-wide curriculum mapping exercise conducted by all permanently appointed Music & Culture faculty in 2019-2020. We anticipate the involvement

of additional faculty members, sessional lecturers, and course instructors to ensure that the experiential learning opportunities offered by SLS are made widely available throughout the Music & Culture program. Further, we anticipate both internal and external collaborations, and look forward to the appointment of and contributions by a new three-year CLTA colleague (2023-2025).

SoundLife Scarborough will actively recruit and welcome additional faculty (at UTSC, across the tri-campus, and beyond) through promotion of its programs and colloquia.

Administration/Governance Structure

In consultation with the Chair of the Department of Arts, Culture and Media, and all members of SoundLife Scarborough, the Dean may appoint either a single Director or two Co-Directors. The SLS Director/Co-Directors will be appointed for a fixed term of three to five years (renewable once) by UTSC's Vice-Principal Academic and Dean (or designate). The Director/Co-Directors will be responsible to the Dean for all facets of SLS including policies, budget, and administrative and financial operations and assessments.

The SLS Director/Co-Directors will be supported by a graduate student RA, who will serve as Coordinator of SLS activities. They will lead the student team — 2 undergraduate RAs (Fall-Winter; reduced to 1 undergraduate during the summer months) — and will be the primary liaison with technical and administrative staff in the Department of Arts, Culture and Media. SLS will work closely with the ACM business officer, as well as programming and communications staff for event logistics and marketing strategies and campaigns. They will also communicate with UTSC Team Xperience regarding all experiential learning components connected to SLS activities, including the Integrated Learning Experience (ILE) staff in Arts & Science Co-op and staff in the Community Partnerships and Engagement office.

SLS will be supported in terms of administrative issues, including budget and allocation of funds, printing, and publicity by appointed ACM staff as determined by the Chair of the Department of Arts, Culture and Media. Furthermore, SLS shall maintain a public list of members across the university (e.g., posted on the department website). Affiliated faculty and researchers have no administrative responsibilities to SLS.

Music & Culture faculty regularly engage in conversation and consultation with community partners. The SLS Director/Co-Directors will explore additional formal opportunities for both individual and group consultation with community partners in order to make space for university-community networking and knowledge creation/exchange.

Estimated Budget

SoundLife Scarborough shall administer a budget under the authority of the Chair of ACM. Budgetary requests will form part of the annual request made by the ACM Chair. The budget model below provides a framework for the support needed for proposed SLS activities, which has been reviewed by the Office of the Vice Principal Academic and Dean.

SOUNDLIFE SCARBOROUGH ANNUAL BUDGET		
Four colloquia (Music & Culture Speaker/Performance Series) per academic year, including speaker fees, travel support, and refreshments		\$5,000
Two 2-day symposia per academic year, including speaker fees, travel support, hosting as necessary, and refreshments		\$6,000
Student Research Assistant Positions	1 graduate RA - 300 hrs @ \$35/hr + benefits	\$12,012
	2 fall-winter undergraduate RAs - 2 x 200 hrs @ \$22.50/hr + benefits	\$10,296
	1 summer undergraduate RA - 100 hrs @ 22.50/hr + benefits	\$2,574
Music Teaching Artists/Facilitators for SLS activities, including fees and travel support		\$14,000
TOTAL*:		\$49,882
<i>*plus one 0.5 FCE teaching release for each Co-Director over three years (Year 1, 2021-2022 [proposal stage]; Year 2, 2022-2023; Year 3, 2023-2024); compensation for Director/Co-Directors to be reassessed after this initial start-up period.</i>		

Review

In line with normal practice, SLS will be subject to periodic review (normally every seven years) commissioned by the Vice-Principal Academic and Dean of the University of Toronto Scarborough and in alignment with the ACM review cycle. The review will assess the EDU's sustainability, performance, and achievements relative to the goals set out at its establishment. A possible outcome of the review may include closure of the EDU:D. Given that the next ACM external review is scheduled for 2024-2025, only two years after the launch of this EDU:D, we will contribute to that review a general overview of SLS, including progress to date and a strategic planning summary, in anticipation of a full review of SLS in 2031-2032. In addition, SLS will complete an annual report that will also serve as an assessment tool and archiving mechanism.

Appendix

Current Programming at a Glance

“A Chance to Say Yes” Community Music Day
Beat-Making Workshop (B41, in planning)
Collaboration with The Hub (D02)
Community Music Drumming Circles
Community Music for Social Change Workshop
Hand Drumming (B02)
Healthy Campus/HR Project (B02)
Make Music Week (B01)
Music & Culture Speaker Series
Music in Offices (B02)
Native Drum-Making Workshop Series
Producer’s Circle Collaboration with Hart House (B40)
Scarborough Sings (C02)
Site Observations (B01, C01, C02)
The Musical Leisure and You Project (D01)
This Uke’s for U-TSC

Current Partners at a Glance (External)

Breath and Stop Hip-Hop Yoga
Cardinal Carter Academy for the Arts
Cathedral Bluffs Symphony Orchestra
Coalition for Music Education in Canada
Counterpoint Community Orchestra
McCowan Retirement Residence
Morningside EarlyON Child and Family Centre
Native Child and Family Services of Toronto
New Horizons Band of Toronto
Ontario Band Association
Parkdale Activity Recreation Centre
Retirement Suites by the Lake
Rexdale Community Health Centre
RISE Edutainment
Scarborough Arts
Scarborough Music Theatre
Scarborough Philharmonic Orchestra
Scarborough Retirement Residence
Seniors Helping Seniors through Dance and Music
Sing for Joy Toronto Community Choir
Sir Oliver Mowat Collegiate Institute
Sistema Toronto
South Asian Autism Awareness Centre

Current Partners at a Glance (internal)

Arts and Science Co-Op (de-stressor events)
Healthy Campus (ukulele grant)
Health and Wellness (staff retreat wellness activities)
Office of Student Experience and Wellbeing (Indigenous Engagement)

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- Campbell, P. S. & Dudley, S. (2018) A University Commitment to Collaborations with Local Musical Communities. In Higgins, L. & Bartleet, B.-L. (eds) *The Oxford handbook of community music*. Oxford University Press.
- Crawford, B. (2020) A Look at the University of Illinois-Funded Hip-Hop Xpress. *The Journal*. <https://uisjournal.com/academics/visual-arts/2020/10/08/a-look-at-the-university-of-illinois-funded-hip-hop-xpress/>
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Appendix 2: Cumulative Consultations Undertaken

SOUNDLIFE SCARBOROUGH	EDU:C (Winter and Spring 2026)	EDU:C (Fall 2023-Winter 2024)	EDU:D (Winter-Spring 2022)
INTERNAL TO U OF T CONSULTATION	Within UTSC Departments: Anthropology; Biological Sciences; Computer and Mathematical Sciences; English; Global Development Studies; Health and Society; Historical and Cultural Studies; Human Geography; Language Studies; Management; Philosophy; Physical and Environmental Sciences; Political Science; Psychology; and Sociology Centres and Institutes: Centre for Global Disability Studies; Culinarium Research Centre; Institute for Environment, Conservation, and Sustainability (IECS); Institute for Inclusive Economies and Sustainable Livelihoods (IESL) UTSC Library	Department of Arts, Culture and Media Thy Phu, Chair; Minda Nessia, Business Officer; ACM Governing Council; Music and Culture program students UTSC OVPRI: Irena Creed, Alison Mountz, Ariella Lukach Flourish: Community-Engaged Arts and Social Wellness: Andrea Charise Community Partnerships and Engagement: Kimberley Tull, Melanie Blackman, Celeste Ceres, Josette Blackwood, Thevya Balandran, Jessica Rayne Indigenous Initiatives: Kelly Crawford, Juanita Muise, Brittney	Barry Freeman, Chair; Department of Arts, Culture and Media Mary Silcox, Vice-Dean Graduate and Postdoctoral Studies; Office of the Vice- Principal and Academic Dean Kim Tull, Director and Melanie Blackman, Team Lead; Community Partnerships and Engagement Al Hearn, Education Developer - Experiential Learning; Centre for Teaching and Learning Martha Harris, Academic Programs Officer

	Outside UTSC Deans' Offices of the following divisions, which further circulated the proposal to their relevant academic units: • Faculty of Arts & Science • Faculty of Information • Faculty of Music • Ontario Institute for Studies in Education (OISE) • University of Toronto Mississauga • Dalla Lana School of Public Health	Jaikaran Arts and Science Co-op / WIL: Julie Witt, Saddam Syed Faculty of Music Dean: Ryan McClelland (Acting Dean), Associate Dean of Research: Nasim Niknafs Music & Community Engagement Task Force: Catherine Moore, Bina John, Tyler Greenleaf Research Officer: Ely Lyonblum Director of Diversity, Equity and Inclusion: Reshma Dhrodia School of Cities: Creative Communities Commons Nasim Niknafs, Jamie Bennett	
EXTERNAL TO U OF T CONSULTATION		SLS hosts an annual Community Partners Dinner and Consultation that includes small group sessions and collective brainstorming regarding current and future SLS initiatives. To date, we have hosted two such gatherings, in November	External consultations were made possible with the support of a Centre for Teaching and Learning Enhancement Grant and the following post-secondary leaders were interviewed by Delicia Raveenthirarajan:

		2022 and January 2024. The following community partners participated in these gatherings: Bach Children's Choir: Charissa Bagan, Magdalena Tang, Patrick Murray Coalition for Music Education in Canada: Stacey Sinclair Counterpoint Community Orchestra: Tai Chan EarlyON Child and Family Centres: Michelle Joseph, Lisa Mills The Galeri Studios: Sosah Serbeh Hart House: Marco Adamovic Hip Hop Academic & Educator: Marcus Singleton Holistic Vibrancy: Negus Medhin	Andrea Rose, Professor Emeritus; Faculty of Education - Memorial University of Newfoundland Michael Yaffe, Associate Dean and Ruben Rodriguez, Director of Music in Schools Initiative; School of Music - Yale University Megan Adcock, Community Engagement Manager; Thornton School of Music - University of Southern California Deanna Yerichuk, Assistant Professor and Coordinator of Bachelor of Music in Community Music; Faculty of Music – Wilfrid Laurier University Paul Scott-Williams, Former Director; Hume Conservatorium, Australia
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		Master Drummer & Griot: Amadou Kienou Native Child and Family Services of Toronto: Terri Jaffe, Kevin Fujita Next Generation Arts: Camille Oliveros, Teagan McCanny RISE Edutainment: Elle Deylon RoundTable Recording: Jié Usifoh, Malakai Anthony, Pierre Williams, Sherika Moore Scarborough Arts: Derek Spooner Sir Oliver Mowatt C.I. (Toronto District School Board): Tony Leong Sistema Toronto:	
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		Andres Tucci-Clarke, Shawn Earle Trovão de Scarborough (UTSC Brazilian Maracatu): Aline Morales Unity Charity: Clinton Ghosh	
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