

**Graduate Programs in Cultural Mediations**  
**Update on Unit Response to External Reviewers' Report & Action Plan**  
**Programs Being Reviewed: Cultural Mediations**  
**Completed by: Dr.Pascal Gin**  
**Approved by Dean: Dr. Paul Keen, Associate Dean, September 7, 2023**

**Note: This document is made available for public posting on the Vice- Provost's website.**

**\*\*\* Denotes items that SQAPC would like the unit to pay particular attention to based on their past review of the original action item.**

External Reviewer Recommendation	Original Action Item	Owner & Timeline	Progress Update June 2023	Have calendar changes been initiated or completed (Not applicable/Yes/No), if Yes, when
1. <b>Concern:</b> Provide technical support for technology associated with program spaces and ensure maintenance of dedicated seminar room and other program spaces.	<p>1. Institutionally identify 201D as a multipurpose room essential to program delivery and to the running of the Institute (governance, research, examinations)</p> <p>2. Engage ODFASS about how to best address financially AV equipment upgrade and ongoing support for 201D, with IMS also consulted as required around technical expertise.</p>	Director	<p>1. Proper identification of mixed use room in space audit documentation.</p> <p>2. Consultation with TLS tech support and FASS computing support in fall 2022. Purchase, set-up, trial-run of replacement computer and AV unit (non-projector) by the director in early winter 2023. Fully expensed from the unit's returned unallocated budget. Training of administrative staff and guidelines for AV booking and use circulated at unit-level in winter 2023.</p>	NA
2. <b>Concern:</b> Provide shared second administrative staff support person, particularly in key periods of program and institute activity.	Continue to explore with ODFASS possible avenues for securing incremental administrative support, whether fiscal or base, through cross-unit collaborations.	Director	<ul style="list-style-type: none"> <li>• 40 % part-time position requested yearly, along with rationale, as part of budget submission. Without positive outcome yet.</li> <li>• Substantial efforts invested in streamlining some processes to lessen administrative support required.</li> <li>• Implementation of flexible arrangements allowing Administrator to increase focus on priority tasks not involving front-desk service.</li> <li>• As of 23-24, scaling back of any new initiative requiring incremental support until needs are addressed.</li> </ul>	NA

<p><b>3. Concern:</b> Formalize a mechanism for the extension of library privileges for withdrawn student actively engaged in dissertation completion.</p>	<p><i>Because jurisdiction over such matters rest with FGPA and the Library, action the unit can commit to is in the form of advocacy. A suggestion to put forward might be to formalize some level of borrowing for ABD doctoral students, on the model of community or alumni patronage but with extended privileges.</i></p>	<p>Graduate supervisor and director</p>	<ul style="list-style-type: none"> <li>• Discussion on a as-needed basis with the library, with positive outcomes.</li> </ul>	<p>NA</p>
<p><b>4. Opportunity:</b> Explore alterations to the structure of the core courses/comprehensive exam system (as indicated above) to enhance academic training, reduce student stress, and improve timely completion of program milestones.</p>	<p><i>Initiate discussion around prioritization, timing, and alternative modes of delivery for professionalization-focused training, whether in the form of workshops or collaboration with other units or services, and partial scaling back within 6900.</i></p> <p><i>Explore possible alterations to the comprehensive examination, whether in terms of communication around expectations and pedagogical relevance and/or format, duration, scheduling, etc.</i></p>	<p>Deliberation: Program Management Committee with input from CLMD 6900 instructors</p> <p>Monitoring: Director and Graduate Supervisor</p> <p>Program Management Committee with input from CLMD 6101 instructors</p>	<ul style="list-style-type: none"> <li>• Pilot project initiated in 22-23 involving workshop-based sessions covering some professionalization topics and involving the ICSLAC alumni community, with attendance extended beyond CLMD 6900. Positive response so far as gauged at second-year level. Ongoing for 23-24, with further monitoring.</li> <li>• Introduced longer examination periods in 20-21 and 21-22, partly as COVID accommodation (increased fatigue post-winter term). Reverting to 2-week examination model as of 22-23 based on informal feedback and delay, under the longer timeframe, in students getting comments back from examiners.</li> <li>• Encouraged as a standard practice (at beginning and end of term) a review of examination process by both instructors involved as examiners. Some thought is also being given to a mid-term workshop, possibly involving the previous cohort.</li> </ul>	<p>NA</p>



	<p><i>As appropriate, alert students (advising) to scheduled courses which already integrate an experiential dimension in addition to their scholarly focus (eg directed exhibit courses).</i></p>	<p>Graduate Supervisor</p>	<ul style="list-style-type: none"> <li>• <i>As relevant</i></li> </ul>	
<p><b>7. Opportunity:</b> Seek opportunities for the program to expand (and better publicize) its engagement with issues of indigeneity and expand community and cultural outreach in this area.</p>	<p><i>Continue efforts to renew a substantive appointment with a CRC whose research mission can further contribute to the program's strong foundations in matters of Indigenization, transnationalism, postcolonialism, social justice and inclusivity, as well as other relevant areas and approaches. Expand on the very concrete forms of engagement this affiliation enabled in the past, whether in the form of graduate seminars initiated by and for the program, student involvement in research initiatives in the form of RAships, doctoral supervision and recruitment as well as enhanced program visibility as it concerns such matters.</i></p>	<p>Director</p>	<ul style="list-style-type: none"> <li>• <i>In 2021-2022, discussions around and unit-level support for a Canada Excellence Research Chair (CERC) application with a focus on museology as it intersects smaller institutions and Indigenous museology. Unsuccessful.</i></li> <li>• <i>An Indigenous joint hire with History was completed in Spring 2023. Primarily focused on ICSLAC's Curatorial Studies program, this hire will strengthen CLMD'S supervisory range for Indigenous research.</i></li> <li>• <i>CLMD courses offered with a clear focus on Indigeneity: On Display: Exhibitions and Indigenous Art (CLMD 6904), Indigenous Issues in Curation (CLMD 6903), Defining Beauty: towards Indigenous Aesthetics (CLMD 6013) Other CLMD courses often cover Indigenous topics or approaches (eg Ecologies of Music in Canada, Digital Humanities, Media and Social Justice)</i></li> <li>• <i>3 CLMD students have been involved as RA with Carmen Robertson's Morisseau project.</i></li> <li>• <i>5 CLMD students are currently involved with or completed doctoral projects focused on Indigenous issues.</i></li> <li>• <i>ICSLAC's inaugural Chris Faulkner lecture series (2021-2022) focused on Dr. Annette de Stecher's research on Wendat Woman's art.</i></li> <li>• <i>ICSLAC 2022-2023 Chris Faulkner lecture series included a panel discussions involving Dr. Gerald McMaster (OCAD, Director of Wapatah Centre for Indigenous Visual Knowledge)</i></li> <li>• <i>Over 10 stories generated and shared on ICSLAC's website featuring research with an Indigenous focus.</i></li> </ul>	



<p>8. <b>Opportunity:</b> Explore ways to streamline administrative committee structure, one that currently requires a significant number of participating faculty members.</p>	<p><i>Assess options to balance the requirement for representation and the need to scale back committee members. Explore alternative modes of executing committee work. Monitor any adjustment.</i></p>	<p>Steering Committee</p>	<ul style="list-style-type: none"> <li>• Flexibility with home affiliation representation on committees was introduced in 2021-2022.</li> <li>• Scaling back membership for the two Management Committees was approved in 2022-2023.</li> <li>• Some Brightspace-based ongoing committee work was explored in 2021-2022, with mixed results as uptake from committee membership was only partial.</li> </ul>	<p>NA</p>
<p>9. <b>Opportunity:</b> Seek enhancements in domestic and international student support to reduce extra-institutional responsibilities (for all students) and increase intellectual and cultural diversity within the program (through international student support and recruiting).</p>	<p><i>Continue to advocate at all relevant levels (FGPA, FASS, Senate) for increased financial support. Explore in particular the institutional viability of switching to a reduced tuition scale for ABD students and summer terms. Further explore untapped cotutelle potential.</i></p> <p><i>Take an active role in university discussions around internationalization policies, as limited financial support is significantly inhibiting the reach of the program despite a high-level of interest and strong potential internationally.</i></p>	<p>Director, Graduate Supervisor</p> <p>Director, Graduate Supervisor</p>	<ul style="list-style-type: none"> <li>• Regular contributions from the Director on financial matters brought for discussion at Graduate Faculty Board (also FASS Chairs &amp; Directors).</li> <li>• Discussion with FGPA's Associate Dean responsible for co-tutelle and follow-up with the unit to sensitize potential supervisors around co-tutelle recruitment.</li> <li>• Regular contributions from the Director on international financial matters brought for discussion at Graduate Faculty Board (also FASS Chairs &amp; Directors).</li> </ul>	
<p>10. <b>Opportunity:</b> Request institutional recognition of faculty service to the program via a memorandum of understanding or similar document that would provide grounding for faculty credit for service outside of their home unit.</p>	<p><i>Continue to focus on reasonable rotation of faculty members committing to service to the program and Institute.</i></p> <p><i>Ensure good communication with all sister units involved to foster workable collaboration around service.</i></p>	<p>Director</p>	<ul style="list-style-type: none"> <li>• Ongoing (standard practice when constituting committees)</li> <li>• Ongoing (again, standard practice)</li> </ul>	<p>NA</p>
<p>11. <b>Opportunity:</b> Consider rolling program appointments to mitigate the impact of a primarily O % appointed faculty and the resultant challenges in teaching, service, and supervision.</p>	<p><i>Monitor closely the newly introduced rotating cross-appointment position and consider other such opportunities.</i></p>	<p>Director, Steering Committee</p>	<p><i>Over the first tenure of this rotating position (21-23), we monitored closely:</i></p> <ul style="list-style-type: none"> <li>• Enrolment in the dedicated research seminar (in the double digits each year),</li> <li>• The number of CLMD students benefiting from RA involvement (5),</li> <li>• The reach and diversity of event research programming (two innovative term-long looking together series, one major conference, one major</li> </ul>	<p>NA</p>

			<p>lecture, several workshop or lectures, one student-led day conference).</p> <ul style="list-style-type: none"> <li>• Strong events attendance was an indicator of the visibility generated by online presence (dedicated webpage, regular updates, CFPS circulated on major listservs).</li> <li>• We also assessed the impact on the CLMD student body based on a strong reengagement with student-led research initiatives (one ad hoc conference, revival of the CLMD Interface graduate conference, launch of an open-access student journal).</li> <li>• Regular meetings with the position holder and our administrator enabled us to sort some best practices around administrative workload.</li> </ul>	
<p>12. <b>Opportunity:</b> Initiate a twice annual town hall program meeting, inviting all program faculty and students for an open discussion of issues, concerns, and opportunities.</p>	<p><i>Explore the possibility of defaulting partially to a non-agenda based format for one of the three Committee of the Whole assemblies, providing no committee deliberation is required. Monitor and assess if implemented. Also draw from the experience of online governance format during 20-21, as we reengage with face-to-face operations.</i></p>	<p>Steering Committee</p>	<ul style="list-style-type: none"> <li>• The condition laid out of for exploring this one item (providing no committee deliberation is required) was not satisfied over the past academic cycles, when each of the three annual meetings required deliberations on various matters structural to the Institute. Providing context and time for discussion on such matters simply does not allow for initiating a non-agenda based format. Given the pace of initiatives over the past two years, information-focused agenda items also required a significant time commitment during Committee of the Whole assemblies. This matters particularly in the context of a cross-appointment only unit, where faculty members need more thorough updating. The matter has been discussed, and what was proposed for now is to explore providing once-a-term reports on ICSLAC programs and the Institute, shared ahead of meetings so as to free up some time during assemblies.</li> </ul>	<p>NA</p>

<p>13. <b>Opportunity:</b> Examine ways to carve out more dedicated social and workspace for students, as this would likely improve the student experience and enhance program cohesion.</p>	<p><i>Engage ODFASS around a student-focused reconfiguration of 201N (recording lab), 201P (archives) and possibly 201K (mail room), following the reassigning of 201N and the GRASAC server eventually moving out of 201Q (storage).</i></p>	<p>Director</p>	<ul style="list-style-type: none"> <li>• <i>Shifted to a 2023-2025 timeline to allow for focus on anniversary year, events and initiatives (Intranet, Student Visual bookshelf, alumni workshop series) in 2022-2023.</i></li> </ul>	<p>NA</p>
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## SQAPC Report on Assessment Activities

**Date:** July 17, 2023

**Name of Program(s):** Cultural Mediations (PhD)

**Programs Being Reviewed:** Graduate (PhD)

**Completed by PAS:** Sharzie Khoshnazar

### 1) Current Program Learning Outcomes

LO1. Situate research within an interdisciplinary body of cultural theory.

LO2. Situate research within a disciplinary body of knowledge.

LO3. Generate innovative interdisciplinary methodologies that enable the pursuit of new research.

LO4. Formulate a professional identity.

### 2) Program Learning Outcomes shared over multiple CPR cycles 2011-12 and 2018-19.

The following are the LOs from 2011-12 CPR Cycle:

Cultural Mediations Learning Outcomes:

#### 1) *Knowledge of interdisciplinary methods*

Students in the Cultural Mediations PhD program develop a critical and comprehensive knowledge of intellectual traditions in critical theory and interdisciplinary methodology.

#### 2) *Disciplinary Training*

Students in the Cultural Mediations PhD program further their training and competence in a traditionally defined academic discipline.

#### 3) *Interdisciplinary Research Projects*

Students in the Cultural Mediations PhD program acquire the ability to conceptualize and design an innovative interdisciplinary research project of a quality to satisfy peer review and to merit publication.

#### 4) *Communication Skills*

Students in the Cultural Mediations PhD program develop the ability to communicate in written and oral form complex ideas, issues and conclusions clearly and effectively to an academic audience as well as to the public at large.

#### 5) *Pedagogical Training*

Students in the Cultural Mediations PhD program develop the ability to teach courses in interdisciplinary departments and/or more traditional fields of study.

### *6) Professional Skills*

Students in the Cultural Mediations PhD program develop the qualities, such as personal responsibility, ethical behavior and intellectual independence, and the transferable skills necessary for employment in a university setting or in other institutions, such as research centres, cultural organizations and government agencies.

Note: The University's knowledge and expertise in the area of Program Level Learning Outcomes has greatly improved since the introduction of the Quality Assurance (QA) process in 2010. Therefore, units who developed LOs as part of CPRs early in the QA process may have needed more adjustments in their second CPR, than units with later start cycles.

The LOs from the 2018-19 cycle have changed in comparison to the LOs from the previous CPR in 2011-12. The unit attempted to modify and combine the previous cycles' LOs:

LO1 (2011-12 cycle) is not clearly represented in an LO in the 2018-19 cycle.

LO2 (2011-12) is represented/explained by LO2 (2018-19).

LO3 (2011-12) is represented/explained by LO3 (2018-19) and LO2 (2018-19).

LO4 and LO5 (2011-12) are not represented/do not have an explicit LO dedicated to them in the 2018-19 cycle.

LO6 (2011-12) is represented/explained by LO4 (2018-2019).

### **3) Program Learning Outcomes that have yet to be assessed since July 2023.**

LO2 – LO4.

### **4) List reasons why LOs were not assessed**

N/A; see 5).

### **5) Plan (if any) to assess remaining LOs**

Unit has assessed LO1. Unit plans to assess the LO2 – LO4, before their next CPR in 2025-26.

LO2. Situate research within a disciplinary body of knowledge.

LO3. Generate innovative interdisciplinary methodologies that enable the pursuit of new research.

LO4. Formulate a professional identity.

***PAS Additional comments: N/A.***

**Name of Program: Cultural Mediations (PhD)**  
**Update on Learning Outcomes Assessment Activities**  
**Programs Being Reviewed: Cultural Mediations (PhD)**  
**Completed by: Philip Kaisary, CLMD Graduate Supervisor**

**1. Who is responsible for the assessment of program learning outcomes?**

- Learning Outcomes Assessment Committee
- Undergraduate/Graduate and/or Curriculum Committee(s)
- All faculty in unit
- Other: CULTURAL MEDIATIONS MANAGEMENT COMMITTEE

**2. Which program learning outcomes have been assessed since your last CPR? If no assessment activities were undertaken, please provide a rationale and describe what is required in order for assessment to take place moving forward.**

The Committee undertook a review of the first of the four Cultural Mediations program learning outcomes: "Situating research within an interdisciplinary body of cultural theory."

We gathered and reviewed relevant data (learning outcome forms based on the thesis proposal oral defence and responses to questionnaires sent to targeted groups and individuals).

**3. Did you follow your assessment plan? If not, how did your assessment plan change and why?**

Yes.

**4. What methods have been used to assess the program level learning outcomes? (check all that apply)**

- Reviews of examples of student work
- cuPortfolio
- Student surveys or focus groups
- Faculty retreats or discussion sessions
- Reviews of program curricula and courses (*includes efforts to align course and program learning outcomes*)
- Other \_\_\_\_ Instructor questionnaires \_\_\_\_\_

**Provide additional details if necessary:**

Separate questionnaires were designed for instructors and students:

Recent and current instructors of CLMD 6101 and 6907, and recent and current students enrolled in CLMD 6101 and 6907 were asked to respond to the following question:

"Set in the overall context of the program, the core course (CLMD 6101) and first comprehensive examination (CLMD 6907) aim to situate doctoral research within an interdisciplinary body of cultural theory. Based on your experience, do the course and examination...Fall short of expectations? Meet expectations? Exceed expectations?"

The format of the responses were written answers which enabled rich and nuanced feedback to be provided.

Students recently enrolled in CLMD 6908 (the second comprehensive exam) were asked the same question in relation to CLMD 6908.

**5. What assessment activities are planned between now and your next CPR? Provide specific LOs and timeframes.**

The remaining three LOs will be assessed between now and the next CPR. These three remaining LOs are:

- Situate research within a disciplinary body of knowledge
- Generate innovative interdisciplinary methodologies that enable the pursuit of new research
- Formulate a professional identity

**6. Summary of the discussion in the Mgt Cttee Mtg**

On reviewing the data, the Committee had no concerns and was very satisfied that the reviewed LO was being met by the program. The Committee noted that the review was easy to conduct as such good data was available.