Graduate Programs in Cultural Mediations
Update on Unit Response to External Reviewers' Report & Action Plan
Programs Being Reviewed: Cultural Mediations
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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. **Concern:** Provide technical support for technology associated with program spaces and ensure maintenance of dedicated seminar room and other program spaces.	*1. Institutionally identify 201D as a multipurpose room essential to program delivery and to the running of the Institute (governance, research, examinations)* *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.*	Director	*1. Proper identification of mixed use room in space audit documentation.* *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.*	NA
2. **Concern:** 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	*• 40 % part-time position requested yearly, along with rationale, as part of budget submission. Without positive outcome yet.* *• Substantial efforts invested in streamlining some processes to lessen administrative support required.* *• Implementation of flexible arrangements allowing Administrator to increase focus on priority tasks not involving front-desk service.* *• As of 23-24, scaling back of any new initiative requiring incremental support until needs are addressed.*	NA

3. **Concern:** Formalize a mechanism for the extension of library privileges for withdrawn student actively engaged in dissertation completion.	*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.*	Graduate supervisor and director	• *Discussion on a as-needed basis with the library, with positive outcomes.*	*NA*
4. **Opportunity:** 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.	*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.* *Explore possible alterations to the comprehensive examination, whether in terms of communication around expectations and pedagogical relevance and/or format, duration, scheduling, etc.*	Deliberation: Program Management Committee with input from CLMD 6900 instructors Monitoring: Director and Graduate Supervisor Program Management Committee with input from CLMD 6101 instructors	• *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.* • *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.* • *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.*	*NA*

5. **Opportunity:** Consider modifications to the "single discipline" orientation of the second comprehensive exam as the current structure may be impeding rather then enhancing the interdisciplinary orientation at the centre of the program's mission.	*Bring further clarity to the second learning outcome of the program (Situate research within a disciplinary body of knowledge) by making explicit the de facto interdisciplinary dimension of research training within the Cultural Mediations program.*	Program Management Committee	• *Second learning outcome revised in 21-22*	NA
	Prioritize the review of this one learning outcome, tied for a large part to the second Comprehensive Examination (CLMD 6908) as a program component.	Program Management Committee	• *Shifted to 23-24, so that committee could focus on item 6.*	
	Improve communications to student (advising, graduate handbook) and committees (graduate handbook, briefing documentation) around the expectations for the second Comprehensive Examination (CLMD 6908)	Director, Graduate Supervisor, Administrator	• *Graduate handbook review in process. Communication around expectation prioritized in fall session of CLMD 6900. Briefing communication for examination committee awaiting review of graduate handbook to avoid duplication.*	
6. **Opportunity:** Discuss greater allowance of non-traditional forms of academic output as a part of thesis, comprehensive exams and other program work. While not building a formal "research creation" option, the program could explore (and publicize) greater use of hybrid forms of academic production.	*Develop internal guidelines (graduate handbook) for students and committees around the integration of a research creation component within the dissertation. Consider the possibility of focusing on the researching and planning dimensions of such a component rather than on its execution, to assist in managing workload and in keeping with ongoing efforts to improve times-to-completion.*	Program Management Committee	• *Guidelines for a dissertation-integrated research creation orientation developed in 21-22 and 22-23. Insertion in Graduate Handbook and on website forthcoming.*	NA
	As appropriate, alert students (advising) to the possibility of approaching faculty members with relevant expertise to supervise a directed reading course that could integrate a creative dimension.	Graduate Supervisor	• *As relevant*	

	As appropriate, alert students (advising) to scheduled courses which already integrate an experiential dimension in addition to their scholarly focus (eg directed exhibit courses).	Graduate Supervisor	• *As relevant*	
7. **Opportunity:** 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.	*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.*	Director	• *In 2021-2022, discussions around and unit-level support for a Canada Excellence Research Chair (CERC) application with a focus on musuelogy as it intersects smaller institutions and Indigeous museology. Unsuccessful.* • *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.* • *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*)* • *3 CLMD students have been involved as RA with Carmen Robertson's Morisseau project.* • *5 CLMD students are currently involved with or completed doctoral projects focused on Indigenous issues.* • *ICSLAC's inaugural Chris Faulkner lecture series (2021-2022) focused on Dr. Annette de Stecher's research on Wendat Woman's art.* • *ICSLAC 2022-2023 Chris Faulkner lecture series included a panel discussions involving Dr. Gerald McMaster (OCAD, Director of Wapatah Centre for Indigenous Visual Knowledge)* • *Over 10 stories generated and shared on ICSLAC's website featuring research with an Indigenous focus.*	

		Undertake a thorough scan of all doctoral and faculty research and initiatives that inherently speak to and critically inform issues of social justice. As part of efforts (ongoing) devoted to review and organize ICSLAC's research clusters and provide them with targeted visibility, closely integrate the results of this scan within the revised structure of research clusters as published on the website and communicated both internally and externally. Build on this framework to enhance community engagement around relevant events and projects. Devise processes (review, update, webposting, etc.) and timelines for the administrative oversight of the research cluster framework (contingent in part on outcome of #2 above).	Steering Committee Director and Graduate Supervisor Administrator	• *Shifted for now to 23-25 or later as this is not resource neutral and requires some progress around # 2 above.*	
		Encourage internal practices around the sharing of information and expertise that are conducive to an institutional culture of engagement, within and outside the University. To this end, continue to develop an intranet portal specifically geared to networking and mentoring. Devise processes and timelines for the administrative oversight of this intranet initiative (contingent in part on outcome of #2 above)	Director and Graduate Supervisor Administrator Steering Committee	• *The Intranet was completed over 21-22 and 22-23 with a launch in late winter 2023. Administrative oversight process is not resource-neural and will require some progress on #2 above.*	
		Assess opportunities for approaches correlated to faculty-level recommendations		• *Forthcoming, in the context of the scan (*) to be performed above by the Steering Committee.*	

8. **Opportunity**: Explore ways to streamline administrative committee structure, one that currently requires a significant number of participating faculty members.	*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.*	Steering Committee	• *Flexibility with home affiliation representation on committees was introduced in 2021-2022.* • *Scaling back membership for the two Management Committees was approved in 2022-2023.* • *Some Brightspace-based ongoing committee work was explored in 2021-2022, with mixed results as uptake from committee membership was only partial.*	*NA*
9. **Opportunity:** 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).	*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.*	Director, Graduate Supervisor	• *Regular contributions from the Director on financial matters brought for discussion at Graduate Faculty Board (also FASS Chairs & Directors).* • *Discussion with FGPA's Associate Dean responsible for co-tutelle and follow-up with the unit to sensitize potential supervisors around co-tutelle recruitment.*	
	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.	Director, Graduate Supervisor	• *Regular contributions from the Director on international financial matters brought for discussion at Graduate Faculty Board (also FASS Chairs & Directors).*	
10. **Opportunity:** 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.	*Continue to focus on reasonable rotation of faculty members committing to service to the program and Institute.* *Ensure good communication with all sister units involved to foster workable collaboration around service.*	Director	• *Ongoing (standard practice when constituting committees)* • *Ongoing (again, standard practice)*	*NA*
11. **Opportunity:** Consider rolling program appointments to mitigate the impact of a primarily O % appointed faculty and the resultant challenges in teaching, service, and supervision.	*Monitor closely the newly introduced rotating cross-appointment position and consider other such opportunities.*	Director, Steering Committee	*Over the first tenure of this rotating position (21-23), we monitored closely:* • *Enrolment in the dedicated research seminar (in the double digits each year),* • *The number of CLMD students benefiting from RA involvement (5),* • *The reach and diversity of event research programming (two innovative term-long looking together series, one major conference, one major*	*NA*

| | | | *lecture, several workshop or lectures, one student-led day conference).*
• *Strong events attendance was an indicator of the visibility generated by online presence (dedicated webpage, regular updates, CFPS circulated on major listservs).*
• *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).*
• *Regular meetings with the position holder and our administrator enabled us to sort some best practices around administrative workload.* | |
| 12. **Opportunity:** Initiate a twice annual town hall program meeting, inviting all program faculty and students for an open discussion of issues, concerns, and opportunities. | *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.* | Steering Committee | • 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. | *NA* |

13. **Opportunity:** Examine ways to carve out more dedicated social and workspace for students, as this would likely improve the student experience and enhance program cohesion.	*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).*	Director	• *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.*	*NA*