

# Final Assessment Report Studies in Arts and Culture Undergraduate Programs (reviewed 2023/24)

## A. Summary

1. The Centre's Self-Study was considered and approved by the Senate Academic Review Committee (ARC) December 8, 2023.
2. The Review Committee consisted of two external reviewers: Alexander Carpenter (University of Alberta) and Sally Hickson (Guelph University), and one internal reviewer, Phillip Macintosh (Brock University).
3. The site visit occurred April 9-10, 2024.
4. The Reviewers' Report was received May 8, 2024.
5. The Senate Undergraduate Program Committee (UPC) response was received June 6, 2024.
6. The Centre response was received June 27, 2024.
7. The Dean, Faculty of Humanities, response was received September 13, 2024.
8. Annual Implementation Reports will be submitted from 2025-2028.
9. The next Cyclical Academic Review is scheduled to take place in 2031/2032.

The review was conducted under the terms and conditions of the June 2023 IQAP. The Self-Study was prepared prior to the ratification of the 2023 IQAP.

## Program Outcome Categories:

Based on their knowledge of the discipline, the content of the Self-Study and the interviews conducted during the site visit, the Review Committee gave the programs the following Outcome Categories:

Program(s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
BA in Studies in Arts and Culture (Honours)			X	
BA in Studies in Arts and Culture (Pass)			X	
Combined Major		X		
<i>If you have chosen 'Good Quality with Concerns', please summarize the specific concern(s) briefly below. If you have chosen 'Non-Viable', please summarize the specific reason(s) below.</i>				
The concern is with increasing the number of Majors in the program in order to guarantee its sustainability. As a Major with multiple streams in the Faculty of Humanities, but with an annual cohort of fewer than 4 Majors per year during the period of the review, and with only a .5 tenured faculty appointment, it is highly vulnerable. Most core courses in the Major stream are taught by sessional faculty, which is a highly precarious sector given provincial funding cuts to post-secondary institutions.				

## Executive Summary:

### The Reviewers wrote:

Clearly, the most critical issue is the need for program growth and increasing the number of Majors. The reviewers note, at p77 of the Self-Study, the commitment of the Faculty of Humanities to programs like STAC—“A key principle for the Faculty of Humanities is to adopt a holistic approach to programming, so as to maintain the ability to support smaller units and programs”—and this commitment has been crucial to the continuance of the program. While individual courses in STAC attract sufficient enrolments, and the STAC curriculum utilizes courses from across various disciplines that also have good enrolment numbers, in order to be truly sustainable, the program will have to position itself to generate sufficient revenue within activity-based budgeting models, and that means increasing Majors. The great strengths of the program—its transdisciplinary, community-engaged, and experiential-learning focus—and the status of the cultural industries as a cornerstone of the revitalization of cities after COVID, make STAC exactly the kind of program that will thrive in the new humanities landscape. The recommendations of the reviewers are made within the framework of fundamental social change that is reframing what the humanities can do.

## B. Program Strengths

### The reviewers noted the following strengths:

As noted above, the great strengths of the program are its transdisciplinarity, community-engaged learning opportunities and outreach, and its focus on experiential learning. It is effectively a “hub” that can connect students from across the humanities to the wide variety of career opportunities available to them in the cultural sector beyond being creators, practitioners, and performers, although creatives can also benefit from the opportunity to develop skills in managing, funding and marketing their professional careers. It could be seen as an incubator for the study and development of public policy in the arts sector linked to larger social issues like social justice, public health and wellness, IEDI and accessibility, climate activism, etc. It could also be a platform for staging public

interventions on social issues to draw awareness and facilitate positive social change.

The aims and potential of the program are its strengths, as is its grounding in pedagogical methods focused on community-based and experiential learning, including opportunities for work-integrated learning - <https://heqco.ca/data-and-resources/work-integrated-learning/>.

Another key strength is the participation of sessional faculty who are drawn from the professional arts community in St Catharines, Niagara and beyond. They bring real-world, practical experience and insight to their teaching, and facilitate community outreach, mentorship and internship opportunities; and they help students to navigate the transition from classroom to workplace. Based on that community strength, it could be productive to investigate the viability of a Co-op option for STAC.

## C. Opportunities for Improvement and Enhancement

Note: Supporting/clarifying text was provided for each recommendation.

**Recommendation #1: Involve stakeholders in a re-naming and re-branding exercise for the program.**

### The Centre responded:

The Centre appreciates the recommendation for a review of accessibility, understandability and attractiveness of the program name for the purpose of improving success in recruitment and retention.

The subject has been discussed at the Centre during the last two and indeed many preceding years. Included in these discussions is the acknowledgement of a concern expressed at the Department of Visual Arts that their program “History of Art and Visual Culture” may be confused with STAC, and that a more distinctive naming (as well as an increased clarity in subject field focus) may serve both academic programs.

Some recent work in naming and to program focus was undertaken in the conversations that prepared the report about the proposed Concentration: *Program Evaluation for the Marilyn I Walker School of Fine and Performing Arts; Final Draft Report; Arts & Culture Intersections* (Cann, April 2024), and the subsequent long table discussion attended by diverse members of the MIWSFPA academic community (24.05.15). A popular name suggestion that issued from these deliberations was Strategic Futures: Arts, Culture and Society. (The brief list of options is [here](#).) Indeed, it was suggested that this new program proposal review may provide the foundation for the direction of STAC’s continuing evolution.

Notwithstanding the reviewers’ pronounced opinions about the lack of shelf appeal of the program name, it should be noted that in 2024 the Centre welcomes 7 new undergraduate students, up from 0 in 2019. Over the same period applications have increased from 4 to 53.

The Centre will respond to the recommendation by continuing to evaluate the possibilities for enhanced success and sustainability of the program as may be advanced by a strategic and opportune name change.

**The Undergraduate Programs Committee responded:**

UPC will expect to see some items submitted regarding course offerings, leading to additional work. This will not be problematic.

**The Dean of Humanities responded:**

The Dean supports this recommendation. STAC has a small, devoted team of faculty members who manage numerous events and projects on offer for students. Despite their admirable efforts, numbers of majors remain very low in the programme with no significant changes to these numbers over the past 10 years. Some of the concerns within the review suggest this is an opportune time for renaming and rebuilding a programme that would allow STAC to be more easily distinguishable from History of Art and Visual Culture in VISA, while offering new opportunities for student recruitment and programme growth.

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be accepted. The Committee encourages the Centre to work with the Dean’s office to determine appropriate strategies to involve stakeholders in a re-naming and re-branding exercise.

<b>Implementation Plan (1<sup>st</sup> Priority)</b>	
Responsible for approving:	Centre
Responsible for resources:	Centre/Dean
Responsible for implementation:	Centre/Dean
Timeline:	Dean of Humanities to report by the end of academic year 2024-25.

**Recommendation #2: Consider linking the existing STAC program to arts-based methods in health research within the context of community-based learning, working in collaboration with the existing BA in Community Health.**

***Supporting/clarifying text:***

This could be developed as a new stream within the existing program, perhaps replacing the Curatorial stream [Department correction: there is NO curatorial stream.] The loss of Rodman Hall as a venue for curatorial practice, and the subsequent cancellation of the curatorial courses within the STAC program leaves room for cultivating an option with a similar community-based and experiential focus. [Department correction: The curatorial courses are not cancelled. They are instead thriving, taught by the f/t Visual Arts Gallery Coordinator, in close connection to regional and community sites of exhibition.] If that option were oriented towards health/wellness practices, linked to the creative arts and/or cultural participation, it would open up an avenue for experiential learning linked to a dynamic area of interdisciplinary growth (i.e. the intersection of health/wellness and the humanities). <https://mcpres.mayoclinic.org/living-well/the-intersection-of-art-and-health-how-art-can-help-promote-well-being/> This can be done in small, focused ways, working with trusted community partners.

**The Centre responded:**

The Centre welcomes this recommendation. Please see the corrections to the reviewers’ erroneous remarks, above. (Notwithstanding the errors, the Centre would agree that the existing courses in curatorial practice could be better embedded in existing Concentrations and Certificates.)

Regarding the recommendation, we invite the university committees to please refer to the analysis and reflection undertaken during the work to prepare the Concentration proposal: *Program Evaluation for the Marilyn I Walker School of Fine and Performing Arts; Final Draft Report; Arts & Culture Intersections* (Cann, April 2024). [Report provided to ARC separately]

For the readers' interest, STAC has a long standing engagement with Willow Arts Community, <https://thewillowcommunity.com/> Willow provides low-barrier peer-to-peer arts education, and fosters safe spaces for creative exploration and connections for people with living experience of mental illness or substance use in Niagara. In a related manner, an alumnus of STAC has been an important program leader at Art Me Up Niagara, part of Start Me Up Niagara, offering services to support people facing significant challenges such as poverty, homelessness, unemployment, disabilities, addictions and mental health issues. <https://www.startmeupniagara.ca/site/home> STAC collaborations are the subject of recent discussions.

The incoming Director and cross-appointed faculty member of STAC is a scholar in arts and literature in disability studies, with decade-long local and international experience with artists/authors living/practicing in a medical environment.

STAC has a record of programming that intersects with this recommendation. For example, in 2024 the Centre hosted four videoconferences with Jackie Armstrong, Museum of Modern Art, NYC. (Three were closed to registered course students, one was open and accessible to online and onsite participation by the public):

“Trauma-informed inquiry, facilitation and the visitor experience: Jackie Armstrong presents the 21<sup>st</sup> century museum”. See for more information: <https://brocku.ca/brock-news/2024/02/walker-cultural-leader-brings-insight-from-world-class-museum-to-brock/> and <https://brocku.ca/miwsfpa/walker-cultural-leaders-series/>

The Centre will respond to the recommendation by continuing to examine the possibilities to increase programming and collaboration in this subject field.

**The Undergraduate Programs Committee responded:**

UPC will expect to see some items submitted regarding course offerings, leading to additional work. This will not be problematic.

**The Dean of Humanities responded:**

The Dean supports this recommendation. STAC's existing connections with Willow Arts Community and their WCL initiatives have highlighted a strong interest in health and wellness. Collaboration and cross-listing with other disciplines across campus, as well as introducing arts and culture to students outside of creative practices, are strong aspects of the STAC programme. Interests in increased collaborative opportunities from Health Sciences, Geography and Tourism Studies, Recreation and Leisure Studies, Canadian Studies, Kinesiology, and Sociology underscores potential for a renewed programme that develops health beyond the physical. A collaboration with Community Based Health may be one possibility among others. The Arts Management course has shown a steady increase in enrollment over the past few years, pointing to opportunities for professional arts leadership and community engagement. We would support the recommendation for changes to STAC that would enable more student engagement within community placements.

## ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee encourages the Centre to work with the Dean's office to determine appropriate strategies to increase collaborative opportunities within Brock and in the community to link the program to arts-based methods in health research.

### **Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving:	Centre
Responsible for resources:	Centre/Dean
Responsible for implementation:	Centre/Dean
Timeline:	Dean of Humanities to report by the end of academic year 2024-25.

**Recommendation #3: In consultation with recruitment and with current program students, focus groups should be conducted to investigate “brand-building” (whether there’s a name change or not) and ways to increase student engagement.**

#### ***Supporting/clarifying text:***

The transdisciplinary nature of the program, and the small number of Majors, means that STAC students do not progress as a cohort and may take very different routes towards the completion of the degree, depending on their area of concentration. They also take a fair number of online courses, and while the program home is in MIWSFPA, most STAC courses are not taught there. **[Department noted clarification: STAC-labelled courses are held at the MIW; students who select courses for their degree program and offered by other academic units are held where the courses are programmed]** The result is that there is no sense of community among STAC students - both students we met, one completing first year and the other about to graduate, said they'd never met another STAC Major.

#### **The Centre responded:**

The Centre appreciates the recommendation and suggests the recommended work should be integrated with the work addressing Recommendation #1.

The Centre asserts that all students are invited to all STAC and MIWSFPA programmed events and outcomes. (including VISA, DART and MUSI events, among others). In the case of course-embedded activities, these opportunities are often provided at no cost to the student. STAC students are also invited to social events held at the School and in the community. See the internal bulletin board on the LMS for examples of the communications made to students. (This information was provided to the external reviewers). <https://brightspace.brocku.ca/d2l/home/67155>. However, the Centre observes that students regularly do not respond to or attend opportunities to meet their cohort outside of scheduled classes. (This is not unique to STAC.)

Recently the Centre collaborated with the Centre for Pedagogical Innovation to improve the functionality of the above-mentioned LMS bulletin board. This innovation includes the automatic population and membership of distribution lists.

Within the course meeting structures, and since STAC courses are always populated by students

from multiple faculties and departments, the Centre does not consider it necessary or appropriate that the instructors separate the students into identifiable 'branded' cohorts for the purpose of understanding who belongs to whom.

We can reasonably ask the question why the students have not sought out other members in the STAC program, and we can ask whether this is even necessary to sustain the student's success at the University. We can probably best promote social cohesion in the program by meeting the students where they are.

During the last two university branding exercises the leadership of the Centre made multiple representations to promote branding of the programs and community at the School in a manner differentiated from, for example, Varsity sports and the Athletics Department. Whereas STAC had one of the first operational social media properties/ blogs (with active student and instructor participation) at the university (*cSTACalicious*, on the ning.com platform, commencing in 2005), in recent years the university has collapsed almost all unique brand, publication and social media networking initiatives previously launched and managed by the faculty and administrative team at the MIWSFPA in favour of a flattened university collegiate-type brand. The ongoing MIW E-letter is one remaining School Branded project presently under the direction of the Associate Dean and the Communications Officer, distributed weekly and also including STAC content. During this author's tenure as Director of the School, the MIW E-letter had the highest subscription and engagement rates of any electronic organ published by the university.

Marketing, promotion and communications of the activities of the Centre are very much the concern of the Director and the half-time appointed faculty member, with the dedicated part-time support of a shared communications officer who is simultaneously serving two faculties and multiple departments. The Director of the Centre is the lead webmaster for the STAC web presence. Notwithstanding, the Centre respectfully suggests that "Brand-Building" is not the work to be appropriately or uniquely undertaken by teaching and researching faculty.

The Centre commits to follow the recommendation and suggests that the internal resources and methods are already punching much above their weight category. The contribution of additional administrative and professional support with specific, unique and appropriate design propositions would advance the work towards an improved outcome.

**The Dean of Humanities responded:**

The Dean supports this recommendation and is in favour of finding ways to encourage more student participation. But it is uncertain how effective it would be to coordinate focus groups, given the small number of STAC majors (12 in total). The nature of STAC courses, which are mainly online asynchronous, means they are popular for their accessibility, yet do not forge the same kind of cohorts as other MIWSFPA program areas. Many students apply for a change of major to the STAC program after taking STAC courses in their first or second year, rather than large numbers of new students entering the programme. This speaks favourably for the courses on offer, while acknowledging the important missed interactions of first-year students to create a natural cohort. STAC branding as part of the MIWSFPA overall profile has a strong presence on campus and in the region.

## ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted. The Committee encourages the Centre to work with the Dean's office to determine appropriate strategies to investigate "brand-building" and ways to increase student engagement; this may be pursued in conjunction with Recommendation #1.

### **Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving:	Centre
Responsible for resources:	Centre/Dean
Responsible for implementation:	Centre/Dean
Timeline:	Dean of Humanities to report by the end of academic year 2024-25.

### **Recommendation #4: Investigate alternative, external research-based funding opportunities to sustain the Small Walker Press.**

#### **The Centre responded:**

The Centre appreciates the recommendation for integration of the project of the Research Centre with the Undergraduate program, and also promotes an enhanced understanding of the potential.

In 2023-24 STAC launched and programmed the new course:

STAC 3P97 Publishing: Creative Elements and Editorial Process

Effective publishing practices for creative content. Examples may include virtual or print artbooks, online journals, exhibition catalogues, essay collections, creative writing, graphic novels, non-fiction. Students practice and develop skills pertaining to the expertise of editors, designers, curators, small press publishers and printers.

In 2023-24 the SWP volumes were used as core texts in the courses STAC 3P01, 3P97, and others. In the courses STAC 1P96, 1P97, 2P93, 2P94, 3P99 students have enjoyed specific learning experiences involving the volumes published by the SWP.

We hold an annual SWP Book launch for the students, academic and community colleagues. We also program events in the library and offsite, such as at Art Metropole in Toronto.

We conceive exhibitions that promote the students' reading and engagement with the SWP volumes. For example, see the exhibition **TOUCHING BOOKS: SELF-PUBLISHING - MUSEUM IN THE HALLWAY / BOÎTE-EN-VALISE**, April 15 TO September 2024

<https://brocku.ca/miwsfpa/stac/museum-in-the-hallway-boite-en-valise/>

The Centre regrets that except for textbook adoptions the university campus store has delisted the catalogue of the SWP from the campus store inventory, thus collapsing the university online sales point for the SWP catalogue and requiring that students and university colleagues interested in purchasing the SWP volumes do this through external channels.

Though the Centre appreciates and agrees with the recommendation for improved and sustained



funding for the project of the SWP, the funding, direction, and operation of the SWP is not the work of the undergraduate academic unit.

Nevertheless, the leadership of the Research Centre will respond to the recommendation by expanding the ongoing discussions to develop sustained funding for the SWP.

**The Dean of Humanities responded:**

The Small Walker Press is not part of the academic programme, and so is not relevant to this exercise.

**ARC Disposition of the Recommendation**

ARC acknowledges this recommendation as worthy of consideration but outside of the Committee’s jurisdiction, as the Small Walker Press is not part of the academic programs being reviewed.

**No Implementation Plan.**

**Recommendation #5: The STAC program is encouraged to more explicitly address IEDI, anti-oppressive practices, social justice pedagogies and active engagement in curricular decolonization.**

***Supporting/clarifying text:***

We strongly support the School’s current Indigeneity initiative within the framework of IEDI, which includes the creation of two VISA courses with an Indigenous focus [**Department correction: not new, and never offered**] that will become options within the STAC program, as well as the application for the CRC in Indigenous Art Practices, which will be housed within the School. Based on our experience, the existing STAC program attracts diverse students, which is a strength among many university creative arts and creative arts-adjacent disciplines. It is therefore surprising that, in the Self-Study, the program does not represent itself more strongly within the frameworks of IEDI and Anti- oppressive practices, and this is not strongly emphasized in course outlines or described within pedagogical practices.

**The Centre responded:**

The Centre welcomes this recommendation. All courses with a focus on Indigenous Art Practice and Indigeneity are welcome additions to the catalogue of potential courses for STAC students.

Courses offered at the School by sister programs and available to STAC students include:

- DART 2P95 Contemporary Canadian Indigenous Theatre for Non-majors,
- DART 2P96 Contemporary Canadian Indigenous Theatre (with DART prerequisites, a course offered since 2005 in collaboration with Indigenous Studies),
- VISA 2P50 Canadian Identities: Art and Visual Culture in Canada Before 1960 and VISA 4V70 2024-2025 Issues in Contemporary Indigenous Art (with prerequisites).
- (Please note that the Chair of Visual Arts remarks that the Indigenous-focused courses although intended have never been offered)

The Centre would welcome further opportunities for STAC students to register in all appropriate

and subject-aligned courses offered at the university, such as WGST 3P79 Indigenous Film (priority registration for WGST, DART, ENGL and Film students), and WGST 3Q90 Indigenous Cultural Production and Activism.

\*Consideration could be given to organizing these and related learning opportunities programmed by collaborating units into an appropriately titled Concentration.

\*The jointly proposed CRC Tier II in Embodied indigenous Art Practice (2024, mentioned above), authored by the Director of STAC, the Chair of Visual Arts, Amanda Burk, the Chair of Music, Karin di Bella, under the direction of the Chair of Dramatic Arts, Jennifer Roberts-Smith, and with the important collaboration of Assistant Professor of Dramatic Arts, Matthew Mackenzie (Métis), was regrettably not promoted by the University. \*We did the work that inspires our imaginations for a better future.

The incorporation of frameworks of IEDI and Anti-oppressive practices, their emphasis in course outlines and incorporation in pedagogical practices is a welcome recommendation. All four of the members of the Centre committee bring to their leadership at STAC, their teaching and creative scholarship, their lived experience as members of minoritized, oppressed and disabled communities.

Two courses in the current program of STAC that specifically address this subject field and, in some cases, have flipped or appropriately changed the pedagogical approach in order to work against frameworks of supremacy and exclusion include:

- **STAC 3P01 - Parayre, 2024**, exploring media transformations in the creative arts, showcased indigenous innovation in the section on new technologies in the arts.
- **STAC 4P01 - Cunnington, 2023, Creating Social Value from Material Culture**, with weekly engagement to explore meaning in diverse land acknowledgements in a student-centred and -conceived learning structure.

Publications of the **Small Walker Press** that interrogate and celebrate Indigenous Cultural practice include:

- **Beneath a Velvet Moon. Early Love Poems.** - E. Pauline Johnson Tekahionwake and Landon Mackenzie
- **Possible Grounds. Redrawing Relations in Toronto** - Adrian Blackwell and Bonnie Devine
- **Rethinking property in c\an\ad\la** - Adrian Blackwell, Bonnie Devine, Tiffany Kaewen Dang, David Fortin, and luugigyoo patrick reid stewart
- **Tewaaraton. La crosse / Lacrosse** - Paul Savoie (short story), Marjorie Kaniehtonkie Skidders (photography), Jason Stefanik / Jay Stafinak (poem), and the Toronto Experimental Translation Collective (creative writing)

On a recent visit to the internationally renowned art bookstore Art Metropole, these volumes were all showcased on their respective subject shelves.

In recent years STAC has consistently collaborated with SOFIFRAN (Solidarité des Femmes Immigrants Francophones du Niagara) to produce important moments of expression and learning in the community. This is the important work of centering racialized and minoritized communities in the heart of the MIW community. This includes among others:

**Salon du livre des francophonies du Niagara (SAFRAN), See**

<https://brocku.ca/miwsfpa/stac/2024/03/01/salon-du-livre-des-francophonies-du-niagara-safran-a-special-collaboration-at-the-miwsfpa-opens-march-21/>

<https://brocku.ca/miwsfpa/stac/2024/04/06/celebrating-literary-diversity-in-niagara-with-safran-2024/>

**The Spirit of Mali exhibition, See**

<https://brocku.ca/miwsfpa/stac/2023/01/16/spirit-of-mali-visits-st-catharines/>  
<https://brocku.ca/miwsfpa/stac/2023/02/09/spirit-of-mali-blog-by-kosar-dakhilalian-part-1/>  
<https://brocku.ca/miwsfpa/stac/2023/02/27/spirit-of-mali-kosars-corner-part-2/>

Related programming initiatives include:

**'Someone Lives Here'** - See: <https://brocku.ca/miwsfpa/stac/2023/11/17/someone-lives-here-free-community-panel-discussion/>

The above event followed a previous screening and guest panel presentation in the previous program year: ***Love in the Time of Fentanyl*** -See:

<https://brocku.ca/miwsfpa/stac/2023/03/23/fentanyl-drug-crisis-focus-of-free-public-film-screening-naloxone-training/>

A thematic exhibition of the **Museum in the Hallway/Boite-en-valise that spoke to the recommendation-** See: <https://brocku.ca/miwsfpa/stac/2022/11/24/what-i-want-you-to-see-is-this/> And <https://brocku.ca/miwsfpa/stac/museum-in-the-hallway-boite-en-valise-2022-23/#1676053444149-cb75fc9d-f334>

Upcoming programming that centres minorities and minoritized knowledge:

In Winter 2025, author/artist Jaumes Privat will exhibit Occitan texts on small-formats in STAC's Museum in the Hallway, as part of STAC's Walker cultural Leader program: "**Languages in Danger.**"

The Centre responds to the recommendation by continuing to do this (important and necessary) work.

**The Undergraduate Programs Committee responded:**

UPC will expect to see some items submitted regarding course offerings, leading to additional work. This will not be problematic.

**The Dean of Humanities responded:**

The Dean supports this recommendation, noting the relevance to the Strategic Plan of Brock University, particularly the goal to "foster a culture of inclusivity, accessibility, reconciliation and decolonization." Acknowledging that STAC has made meaningful connections with SOFIFRAN and showcased Indigenous artists in SWP editions and in specific courses, we also encourage STAC to adapt course outlines and update course descriptions to include language that explicitly conveys an IEDI approach. Adding arts and culture courses that address colonization, decolonization, marginalized communities and race through new course development or cross-listing of existing courses could contribute to this aim. The unit's interest in including Indigenous Film and Indigenous Cultural Production are good first steps, and should be undertaken in collaboration with other units at the University. A review of STAC program learning outcomes, with facilitation by Centre for Pedagogical Innovation, would also assist in highlighting gaps within the current offerings towards implementing relevant content at each learning level towards this goal.

The recommendation is extended to STAC's Walker Cultural Leaders and efforts to widen the representation of diverse artists and cultural leaders, particularly inviting scholars whose work addresses anti-oppression, racism, and decolonization.

### ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee considers the Centre as best positioned to determine appropriate strategies to more explicitly address IEDI, anti-oppressive practices, social justice pedagogies and active engagement in curricular decolonization.

<b>Implementation Plan (1<sup>st</sup> Priority)</b>	
Responsible for approving:	Centre
Responsible for resources:	Centre/Dean
Responsible for implementation:	Centre
Timeline:	Dean of Humanities to report by the end of academic year 2024-25.

### **D. Summary of Recommendations:**

- Recommendations 1-3 and 5 - First Priority
- Recommendation 4 - No Implementation Plan required