University of Toronto Quality Assurance Process (UTQAP)
Cyclical Review: Final Assessment Report and Implementation Plan

Programs Reviewed:	Communication, Culture, Information, and Technology, B.A. (Hons.): Major
	Digital Enterprise Management, B.A. (Hons.): Specialist
	Interactive Digital Media, B.A. (Hons.): Specialist
	Professional Writing and Communication, B.A. (Hons.): Major, Minor
	Combined Degree Program: Communication, Culture, Information, and Technology, B.A. (Hons.): Major/Master of Information (M.I.)
	Combined Degree Program: Digital Enterprise Management, B.A. (Hons.): Specialist/Master of Information (M.I.)
	Combined Degree Program: Interactive Digital Media, B.A. (Hons.): Specialist/Master of Information (M.I.)
Unit Reviewed:	Institute of Communication, Culture, Information and Technology
Commissioning Officer:	Vice-Principal Academic & Dean, University of Toronto Mississauga (UTM)
Reviewers (Name, Affiliation):	1. Professor Sarah Banet-Weiser, Director, School of Communication at University of Southern California, Annenberg
	2. Professor Geoffrey Rockwell, Philosophy and Humanities Computing, University of Alberta
Date of review visit:	April 6 – 7, 2017

UTM Institute of Communication, Culture, Information and Technology and its Programs - Final Assessment Report and Implementation Plan

| Date reported to AP&P: | April 3, 2018 |

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

1 Outcome
- The Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.

2 Significant Program Strengths
- Commendable energy and richness of research in the Institute
- Faculty members who are highly regarded nationally
- Programs that are both theoretical and experiential in nature, with a wide range of areas within the Majors and innovative collaboration with Sheridan College
- Director who has played a key role in nurturing a collegial atmosphere where faculty morale is high

3 Opportunities for Program Enhancement
The reviewers recommended that the following be considered:
- Mapping each program's competencies, and ensuring that courses, learning activities, and faculty resources are in place to support these in an integrated way; using this process to inform decisions about new faculty hires at UTM and Sheridan
- Taking a more integrated approach to the partnership with Sheridan to avoid siloes between technical skills and theoretical learning
- Rethinking the collaboration with the Faculty of Information with respect to combined degree programs and their objectives, and exploring graduate program ideas
- Encouraging more engagement in research by ICCIT faculty and students
- Providing more advising and internship staff support, as well as ensuring sufficient faculty hiring to support program management and stability across the full suite of ICCIT programs
- Ensuring sufficient access to computer labs for instruction

UNIVERSITY OF
TORONTO
MISSISSAUGA

OFFICE OF THE DEAN

March 19, 2018

Professor Sioban Nelson
Vice-Provost, Academic Programs
Simcoe Hall
University of Toronto

Dear Sioban,

I am writing to provide an administrative response to the External Review of UTM's Institute of Communication, Culture, Information and Technology, which was held in April of 2017. The following undergraduate programs were reviewed: Communication, Culture, Information, and Technology, B.A., Hon., (Major); Digital Enterprise Management, B.A., Hon., (Specialist); Interactive Digital Media, B.A., Hon., (Specialist); Professional Writing and Communication, B.A., Hon., (Major, Minor). Three combined degree programs were also reviewed: Combined Degree Program in Communication, Culture, Information, and Technology, B.A. (Major)/Master of Information (M.I.); Combined Degree Program in Digital Enterprise Management, B.A., Hon., (Specialist)/Master of Information (M.I.); and Combined Degree Program in Interactive Digital Media, B.A., Hon., (Specialist)/Master of Information (M.I.).

I am pleased with the highly positive review, which emphasizes the innovative quality of the programs, including the combination of theoretical and experiential instruction as well as the collaborative relationship with Sheridan College. The reviewers also commented favourably on the energy and richness of the research conducted by the highly-regarded faculty members in the Institute, and commended the Director on encouraging collegiality and supporting high faculty morale.

Given this strong base, I expect that the Institute will fulfill the promise seen by the reviewers, especially with their plans to enhance and expand their outstanding programs. An implementation plan with timelines can be found at the end of this letter.

Curriculum and Program Delivery

The reviewers underscored the importance of mapping each program's competencies, and ensuring that courses (including possible capstone courses), learning activities (including experiential learning), and faculty resources are in place to support these in an integrated way; they emphasized that the needs identified through the mapping process could inform decisions about new faculty hires at UTM and at Sheridan.

In 2016, ICCIT began the process of creating curriculum maps for its programs, engaging in a detailed review of learning outcomes, evaluation methods, and competence requirements for its three programs at both the programmatic and the course level. Summaries of this data were included in the Appendix of the Self Study, but the source documents were far too extensive to include.

Within the next year, the Director of ICCIT will oversee the completion of this study. Simultaneously, the Director will work with the individual program directors to link this study to the overall objectives of the programs. The results of these studies will be integrated with ICCIT's complement plan and budgeting process. The Director will also consult with other relevant units at the University of Toronto, as well as external stakeholders representing key employers, other academic institutions, and government, to ensure that students are provided with appropriate knowledge and competences.

The reviewers highlighted the partnership with Sheridan College and urged a more integrated approach to the partnership to avoid siloes between technical skills and theoretical learning.

The ICCIT Director recently met with the new Associate Dean for the Department of Film, Television and Journalism in the Faculty of Animation, Art and Design at Sheridan, to discuss a variety of co-ordination and planning issues with respect to ICCIT/Sheridan programs.

In the short term the Director will bring together Sheridan and ICCIT faculty to discuss the overall objectives of the Digital Enterprise Management (DEM) and Communication, Culture, Information, and Technology (CCIT) programs. The group will identify challenges with respect to the integration of the programs, identify future areas for development and enhancement, review the available resources and identify emerging resource needs. In the medium term, the Director, along with the Sheridan Associate Dean, will constitute a joint ICCIT/CCIT Co-ordination Committee that will meet on a regular basis to oversee the running and development of the DEM and CCIT programs.

Additionally, in the short term UTM and Sheridan will be developing a new Memorandum of Agreement that will formalize the nature of the program outcomes and program support. Particular emphasis will be placed on ensuring the consistency of student experience across the two institutions and enhancing the co-operation between the Institute and the relevant units at Sheridan.

The reviewers encouraged a re-thinking of the collaboration with the Faculty of Information, with respect to:
- *the combined degree programs, starting with identifying the objectives these offerings are intended to achieve; and*
- *exploring graduate program ideas.*

ICCIT and the Faculty of Information, with the support of the Provost's Office, developed a joint undergraduate program and a combined HBA/MI program (three versions):
- Interactive Digital Media, B.A., Hon., (Specialist);
- Combined Degree Program in Communication, Culture, Information, and Technology, B.A. (Major)/Master of Information (M.I.);
- Combined Degree Program in Digital Enterprise Management, B.A., Hon., (Specialist)/ Master of Information (M.I.); and
- Combined Degree Program in Interactive Digital Media, B.A., Hon., (Specialist)/Master of Information (M.I.)

Unfortunately, in spite of very considerable effort, these programs have failed to attract a sufficient number of students. As a result, ICCIT plans to work with the Dean's Office to submit a proposal to formally close all four of these programs, which are currently in suspension and not enrolling students. This will allow ICCIT to focus on its core undergraduate programs and utilize resources to develop new undergraduate courses and a major program more in line with the overall educational objectives of ICCIT, such as the proposed new program in Social Coding under development.

ICCIT intends to maintain its relationship with the Faculty of Information and is actively seeking to provide a concentration within the existing Faculty of Information PhD program. Presently, all but one of the ICCIT faculty have their graduate home in the Faculty of Information. In the past, this has resulted in ICCIT playing a significant part in supervising PhD and Master's students, teaching graduate courses, and serving on Faculty of Information committees. At the present time, the Faculty of Information graduate faculty are reviewing a proposal for a new major concentration within the PhD tentatively titled "Media, Technology and Culture" that would heavily engage the faculty based at ICCIT. Discussions are also underway about involving ICCIT-based faculty in the Faculty of Information graduate program governance structures.

Faculty

The reviewers made several suggestions to support more engagement in research by ICCIT faculty and students, and encouraged ICCIT to develop a plan that would support UTM-based research activities and enhance ICCIT's research profile.

In the short term, the Director will work with existing ICCIT faculty to develop an ICCIT research strategy that speaks to the new UTM Academic Plan. This research strategy will provide detailed input into complement planning, program planning and the budgetary process. The Institute intends to explore possible ways of funding post-doctoral positions and visiting scholar positions to enhance both the research and teaching missions of the Institute.

In addition, the Director will designate one faculty member as a Research Co-ordinator in the near future. The Director plans to investigate providing the Research Co-ordinator with a stipend or possibly a 0.5 FTE administrative course release, as deemed appropriate for the workload level of the position (other UTM departments have similar positions at various levels). In the medium term, the Director will support the Research Co-ordinator in developing research collaborations, seminars and workshops, as well as supporting the identification of grant opportunities, the development of grant proposals, and the monitoring and management of projects. This position would also need to be involved with discussions about research space, software and hardware for faculty, graduate student and undergraduate student research.

The Institute is currently recruiting faculty in data analytics and big data which will clearly require more extensive software and hardware resources for faculty and graduate student research. ICCIT will work with the UTM Office of the Vice-Principal Research and the UTM IT Research group on their data initiatives, as well as on advising faculty on applying for potential funding for such projects, individually or as a group. The increasing emphasis on research utilizing emerging technologies drives a need for both more technology such as powerful

computing hardware and software, and augmented and virtual hardware and software. Such computing groups will also need additional laboratory space and technical support.

Program Resources

Given the growth of the programs and the focus on experiential learning, the reviewers suggested providing more advising and internship staff support, as well as ensuring sufficient faculty hiring to support program management and stability across the full suite of ICCIT programs, including Professional Writing and Communication, and Digital Enterprise Management.

In the near future, the Director will identify faculty who will act as Program Co-ordinators for the three existing undergraduate programs within ICCIT: Communication, Culture, Information, and Technology (CCIT) major and minor; Digital Enterprise Management (DEM) major; and Professional Writing and Communication (PWC) major and minor. In addition, Curriculum Planning committees will be established to review, revise and manage each program. These committees will comprise both faculty and staff.

In recognition of the significant teaching staff difficulties in the Institute, the Dean has already given the Institute permission to hire two faculty members to support primarily the CCIT program (one tenure-stream and one teaching-stream), one tenure-stream faculty member to support primarily the PWC program, and one tenure-stream faculty member jointly with Management (51% ICCIT) to support primarily the DEM program. All four of these positions are currently being searched in 2017-18. The Dean has also provided for the immediate creation of three 75% contract limited faculty positions for the PWC program for January to December 2018, as a short-term measure to address the serious needs within that program until more permanent hires can be made. The Institute will continue to work with the Dean's Office on faculty needs to support their programs and courses, as these evolve with the planned Program and Curriculum evaluations discussed above. In building faculty, ICCIT has suggested that a combination of teaching-stream and tenure-stream faculty be utilized, and that a balance in terms of rank needs to be considered between the three different programs.

ICCIT has also begun to reflect on the appropriate mixture of responsibilities and appointment categories to provide staff support for their programs, courses, and unit operation. Student counseling and program delivery support has been highlighted, although these problems will be reduced in some aspects by the improved involvement of faculty in curriculum planning and delivery, as noted above. With the expected needs for research and teaching software and hardware, ICCIT will be examining their need for enhanced technical and laboratory support staff. Finally, ICCIT is currently in the process of piloting the UTM approach to paid internship programs as well as wider experiential learning initiatives, and will be receiving increased staff support from the Experiential Education office for the Institute as part of the UTM Academic Plan commitment and the provincial program for increased programs associated with work-integrated learning.

Reviewers also suggested ways to ensure sufficient access to computer labs for instruction, given the nature of several ICCIT programs.

The need for increased access to computer laboratories with the ability to deliver the types of software needed for ICCIT's programs has already been noted at UTM. In addition to staff and equipment resources, as noted above, such laboratories will require (at least in part) increased space resources. Meetings with be scheduled with representatives from UTM Facilities Management and Planning, ICCIT, and the Dean's Office, to assess these needs and plan for the future, especially with any changes resulting from changes in the programs to be delivered as a result of the planned program assessments and curriculum mapping, as well as creation of new programs.

Implementation Plan - Institute of Communication, Culture, Information and Technology, UTM

The Institute and the UTM Office of the Dean, in consultation, will undertake the following approaches to enact positive changes:

Immediate Term (6 months)

Curriculum and Program Delivery
- Curriculum mapping of all three programs continued from 2016, including review of learning outcomes, evaluation methods and competence objectives; project underway, will take six months to a year to complete, then requires continual review and updating; *Institute with assistance from UTM Dean's Office if desired (Associate Dean Undergraduate)*
- Alteration of course or program components through Curriculum revision process, as appropriate, as a result of curriculum study and assessment of program needs; development of new program in Social Coding planned; *Institute with assistance of Dean's Office (Program and Curriculum Officer)*
- ICCIT Director to consult with internal and external stakeholders to ensure that students are provided with appropriate knowledge and competences; *Institute, with assistance from UTM Dean's Office if desired*
- Meeting of Sheridan and ICCIT faculty to discuss the overall objectives of the DEM and CCIT programs, identify challenges with the integration of the programs, identify future areas for development and enhancement, review the available resources and identify emerging resource needs; *Institute and Sheridan College counterparts*
- Development of new Memorandum of Agreement between UTM and Sheridan for ICCIT programs; *UTM Dean's Office and appropriate Sheridan Deans, in consultation with the Institute and Sheridan counterpart, U of T Provost's Office, and other stakeholders*
- Assessment of potential for ICCIT-focused concentration within Faculty of Information PhD program; *Institute and Faculty of Information, with assistance of UTM Dean's Office (Associate Dean Graduate), U of T Provost's Office, and School of Graduate Studies*

Faculty
- Development of ICCIT research strategy for existing faculty, complement and program planning, and investigation of possible funding for post-doctoral or visiting scholar positions; *Institute, with assistance of UTM Vice-Principal Research Office and UTM Dean's Office as desired*

- Creation of ICCIT Research Co-ordinator (faculty) administrative position; *Institute, with assistance of and funding from UTM Dean's Office*

Program Resources
- Search for a total of four new faculty members (one joint with Management); short-term hire of three 75% contract limited faculty positions for the PWC program; *Department with funding from the Dean's Office*
- Creation of Program Co-ordinators (faculty members) for the three existing undergraduate programs within ICCIT: CCIT (major and minor), DEM (major), and PWC (major and minor); *Institute with funding support from UTM Dean's Office*
- Creation of Curriculum Planning committees comprised of both faculty and staff to review, revise and manage all three undergraduate programs; *Institute*
- Provision of increased staff support from the Experiential Education office for the experiential learning/work-integrated learning programs in ICCIT; *Institute with assistance of Dean's Office (Experiential Education Unit)*
- Assessment of additional staff needs; *Institute with assistance of Dean's Office and UTM HR*

Medium Term (1-2 years)

Curriculum and Program Delivery
- Continue new work on and revisions to Curriculum Maps
- Alteration of course or program components through Curriculum revision process, as appropriate, as a result of curriculum study and assessment of program needs; creation and implementation of new program in Social Coding planned; *Institute with assistance of Dean's Office (Program and Curriculum Officer)*
- Termination of suspended undergraduate degree programs; *Institute with assistance of Dean's Office (Program and Curriculum Officer)*
- Creation of a joint ICCIT/CCIT Co-ordination Committee, to meet on a regular basis to oversee the running and development of the DEM and CCIT programs; *Institute and Sheridan College counterparts*
- Implementation of new Memorandum of Agreement between UTM and Sheridan for ICCIT programs; *UTM Dean's Office and Sheridan Deans, in consultation with the Institute and Sheridan counterpart, U of T Provost's Office, and other stakeholders*
- Possible development of ICCIT-focused concentration within Faculty of Information PhD program; *Institute with assistance of UTM Dean's Office (Associate Dean Graduate, Program and Curriculum Officer), U of T Provost's Office, and School of Graduate Studies*

Faculty
- Continued development of ICCIT research strategy, including sources of funding for new faculty research relating to data analytics and big data; *Institute, with assistance of UTM Vice-Principal Research Office, UTM IT Research Group, & UTM Dean's Office as desired*
- Further development of ICCIT Research Co-ordinator (faculty) administrative position, to include research collaborations, workshops, identification of grant opportunities and development of proposals, management of projects and assessment of resource needs; *Institute, with assistance of UTM Vice-Principal Research Office and UTM Dean's Office as desired*

Program Resources
- Research for some of the four new faculty members (some searches have not been successful, due to alternate offers); continued assessment of faculty complement needs, especially positions for the PWC and DEM programs; *Department with funding from the Dean's Office*
- Continued operation of Program Co-ordinators and Curriculum Planning committees to review, revise and manage the undergraduate programs; *Institute*
- Implementation of assessment of staff needs; *Institute with assistance of Dean's Office and UTM HR*

Long Term (3-5 years)

Curriculum and Program Delivery
- Continue alteration of course or program components through Curriculum revision process, as appropriate, as a result of curriculum study and assessment of program needs; *Institute with assistance of Dean's Office (Program and Curriculum Officer)*
- Continued assessment and communication between UTM and Sheridan for ICCIT programs; *UTM Dean's Office and Sheridan Deans, in consultation with Institute and Sheridan counterpart, other stakeholders*
- Possible implementation of ICCIT-focused concentration within Faculty of Information PhD program; *Institute with assistance of UTM Dean's Office (Associate Dean Graduate, Program and Curriculum Officer)*

Faculty
- Continued development of ICCIT research strategy, including sources of funding for new faculty research relating to data analytics and big data; *Institute, with assistance of UTM Vice-Principal Research Office, UTM IT Research Group, & UTM Dean's Office as desired*
- Further development of programs under ICCIT Research Co-ordinator (faculty); *Institute, with assistance of UTM Vice-Principal Research Office*

Program Resources
- Annual assessment of faculty complement needs; *Institute with funding from Dean's Office*
- Continued operation of Program Co-ordinators and Curriculum Planning committees to review, revise and manage the undergraduate programs; *Institute*

Please let me know if you have any questions about this response.

Sincerely,

Amrita Daniere
Vice-Principal, Academic & Dean

Heather M.-L. Miller
Vice-Dean, Teaching & Learning

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5 Executive Summary

The reviewers identified the programs' strengths as the commendable energy and richness of research in the Institute; faculty members who are highly regarded nationally; programs that are both theoretical and experiential in nature, with a wide range of areas within the Majors and innovative collaboration with Sheridan College; and a Director who has played a key role in nurturing a collegial atmosphere where faculty morale is high. The reviewers recommended that the following issues be addressed: mapping each program's competencies, and ensuring that courses, learning activities, and faculty resources are in place to support these in an integrated way; using this process to inform decisions about new faculty hires at UTM and Sheridan; taking a more integrated approach to the partnership with Sheridan; rethinking the collaboration with the Faculty of Information with respect to combined degree programs and their objectives, and exploring graduate program ideas; encouraging more engagement in research by ICCIT faculty and students; providing more advising and internship staff support, as well as ensuring sufficient faculty hiring to support program management and stability across the full suite of ICCIT programs; and ensuring sufficient access to computer labs for instruction. The Dean's Administrative Response describes the campus, unit and programs' responses to the reviewers' recommendations, including an implementation plan for any changes necessary as a result. The Committee on Academic Policy and Programs (AP&P) concluded that the Decanal response adequately addressed the review recommendations.