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

Programs Reviewed:	Art History and Visual Culture, B.A. (Hons.): Major, Minor Arts Management, B.A. (Hons.): Specialist Curatorial Studies: Minor (Arts) Media Studies, B.A. (Hons.): Major, Minor Music and Culture, B.A. (Hons.): Major, Minor Studio, B.A. (Hons.): Specialist, Major, Minor Theatre and Performance Studies, B.A. (Hons.): Major, Minor
Unit Reviewed:	Department of Arts, Culture and Media (ACM), University of Toronto Scarborough (UTSC)
Commissioning Officer:	Vice-Principal Academic and Dean, UTSC
Reviewers (Name, Affiliation):	1. Professor Kenneth Lum, Chair, Fine Arts Department, School of Design, University of Pennsylvania 2. Professor Susan O'Neill, Associate Dean, Academic and Research, Faculty of Education, Simon Fraser University 3. Professor Lisa Parks, Comparative Media Studies, Massachusetts Institute of Technology
Date of review visit:	November 2 – 3, 2017
Date reported to AP&P:	November 1, 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 there were no issues to be drawn to the attention of the Agenda Committee but requested a follow up report in one year to address the development of a clear vision for the department as well as space concerns. The follow-up report will be considered by AP&P at the Cycle 2 meeting in 2019-20.

Developed by the Office of the Vice-Provost, Academic Programs

2 Significant Program Strengths

- Highly motivated, committed students
- Faculty are very supportive and accommodating
- Positive enthusiasm among faculty, staff and students
- Departmental commitment to respect, inclusion, creativity, innovation and collaboration
- Strong departmental leadership, especially through transitions
- Department has built impressive reputation in short time since establishment

3 Opportunities for Program Enhancement

The reviewers recommended that the following be considered:

- Establishing a departmental mission statement, which can provide a coherent vision for the future of the Department and its diverse program offerings
- Collecting data on post-graduation outcomes to assess impact
- Resolving issues such as department vision and program definition and faculty promotions, before introducing the idea of new PhD program into unit and campus strategic plans
- Offering flexible, student-led, program combinations, creating "playable" spaces within the curriculum, with opportunities to cross program boundaries, and clarifying and streamlining curriculum
- Developing programs in the classroom/studio with a range of experiential learning opportunities suitable for artistic students in the twenty-first century
- Addressing issues related to student advising, including lack of communication between program areas and with campus advising, and problems with the design of peer mentoring
- Finding opportunities to "theorize Scarborough" within the curriculum could help students gain perspective that is vital to artists and cultural workers.
- Filling the need for more intellectual leadership and mentorship in the department, including the need for advising on requirements for tenure and promotion, and reducing the service workload for junior and mid-career faculty to allow for more time for research and creative work
- Improving the research culture in the department and building a culture of presenting and sharing research and creative work
- Finding the balance between continuing faculty and sessional instructors
- Integrating and improving equipment in teaching, research, and performance spaces; creating a hub to bring faculty and students together to enhance students' educational experience
- Improving internal and external communications

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S C A R B O R O U G H

OFFICE OF THE VICE-PRINCIPAL ACADEMIC & DEAN

October 9, 2018

Professor Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
Simcoe Hall
University of Toronto

Dear Susan,

<center>

Administrative Response:
External Review of the Department of Arts, Culture and Media

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Thank you for your letter of July 6, 2018 requesting my administrative response to the external review of the Department of Arts, Culture and Media (ACM). I appreciate the the effort the the reviewers put into the external review process, and their recommendations to the Department regarding its undergraduate programs. As the reviewers acknowledge, ACM is a young Department that is developing its reputation nationally and internationally. It is committed to quality research, teaching and learning, and community engagement.

The external review report was sent to the Chair of the Department and shared widely among faculty, staff and students. The decanal group, including myself, the Vice-Dean Undergraduate, the Vice-Dean Graduate, and Academic Programs Officer met with the Interim Chair, and Associate Chairs on August 30, 2018 to discuss the external review, and the recommendations from the review report; I am pleased with the depth of the discussion that took place. We are considering the recommendations of the reviewers carefully and already have begun to act upon them.

Let me address the specific points raised in the letter:

Strategic Planning:

- The reviewers recommended establishing a departmental mission statement, which can provide a coherent vision for the future of the Department and its diverse program offerings, including an articulation of why each program is important within the Department's suite of offerings. The reviewers recommended specific area clusters or groups of programs as a starting point.
- Once a coherent vision has been articulated, the reviewers recommended collecting data on post graduation outcomes to assess its impact.

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1

The reviewers acknowledge that ACM has worked very hard over the past five years to develop a departmental vision, and articulate how its nine programs fit into that vision; however, they believe more work should be done to develop ACM's strategic identity, and to collaborate across programs. As part of its visioning exercise, the reviewers suggest that ACM collect information on graduate activities post-UTSC.

As noted, ACM has been engaged in a multifaceted visioning exercise for the past several years, both in support of the development of the most recent Academic Plan (2015-20), and to consolidate its four research themes: (1) contemporary culture in flux; (2) cultural history, theory and ethics; (3) (re)making art and culture; and (4) media, institutions and the politics of participation. The Department agrees, however, that a single, concise statement will enable it to better communicate its vision to multiple publics, and it will be developing this statement over the 2018-19 academic year.

The Department also recognizes that greater collaboration among programs will strengthen its offerings and contribute to overall coherence. It is already building curricular connections between programs; for example, the new Major program in Media, Journalism and Digital Cultures (which brings together Journalism and Media Studies), the new Minor in Curatorial Studies (which brings together Studio and Art History & Visual Culture), and the proposed new Major in Arts, Culture and Media Management (which brings together Arts Management and Media Studies). Improving governance and the curriculum review process, consolidating the Department physically on campus, and hiring new faculty attracted by the interdisciplinarity of the Department, will collectively deepen and expand connections among programs.

With regard to the reviewers' concerns related to reaching out to alumni, the Department notes that individual programs have been making meaningful connections to their alumni. Nevertheless, it will reach out to the Development and Alumni Relations Office (DARO) to develop more coordinated outreach efforts. At the campus level we recognize the need to develop stronger ties with our alumni. UTSC is working on improving mechanisms for tracking our graduates, monitoring their success, and building long-lasting relationships.

- The reviewers urge the resolution of issues such as Department vision and program definition and faculty promotions before introducing the idea of a new PhD program into unit and campus strategic plans.

The reviewers endorse ACM's ambition to mount its own graduate programs; in fact, regarding the proposed doctoral program they state "we admire the ideas laid out in the early proposal and hope the administration will see this as a worthy program to support in the future" (p. 12). However, they note it is important that ACM establishes its departmental vision before moving forward with these plans.

The Department maintains its ambitions for a graduate program, but agrees with the reviewers that any such program needs a firm foundation. Efforts are underway to further encourage and promote research by faculty in the Department, and to ensure new faculty are mentored and supported. The Department will work closely with the Vice-Dean

Graduate as it continues to develop its plans, and prepares to introduce graduate programs in the future.

Undergraduate programs:

- The reviewers suggested offering flexible, student-led, program combinations, and creating "playable" spaces within the curriculum, with opportunities to cross program boundaries. They added that clarifying and streamlining curriculum within and across programs could allow students to choose program combinations more efficiently, and that greater possibilities for course substitutions and online courses would help degree completion.
- The reviewers recommend developing programs that "combine academic rigor in the classroom/studio with a range of experiential learning opportunities suitable for artistic students in the twenty-first century" by creating "intentional intersections between research, pedagogy and learning and teaching scholarship," within a revised curriculum that provides a balance between theory and practice.

The reviewers note that, as new technologies emerge, different ways of interacting and collaborating arise with them, and they suggest that ACM should play a larger role in developing learning environments that include flexible and collaborative spaces. They further suggest that ACM be more inclusive and responsive to student needs and interests – particularly across perceived program boundaries.

ACM is addressing these concerns in multiple ways. It is building new curriculum with a mind to greater flexibility and openness – as demonstrated in the most recent round of major modifications to the program in Music & Culture. It already operates a significant playable space through ACM Connects, which is a hub of activity overseeing curricular, co-curricular, and professional programming across the department. ACM's pillar student organizations in the Department—ACMSA (the ACM Student Association), Gallery 1265 and the ArtSideOut festival—are strongly supported by the Department and provide curricular and co-curricular opportunities for students to work across program boundaries. The "ACM Engage" initiative, which has been a great success in encouraging student leadership development and participation beyond their classroom obligations, is being expanded further across the Department in 2018-19. Other significant projects, such as the Theatre & Performance Studies' annual major faculty production, involve collaboration with faculty from multiple programs. Such synergies have emerged organically in spite of the distributed physical nature of parts of the Department across campus.

The Department values experiential education and it has been working for some time to take inventory of its practices, including an ACM-wide survey in 2017. Many forms of experiential learning were in evidence in this survey, including exhibition-making, community-engaged collaborations, service learning, applied research, work placements, and regular outings into the community for workshops or visits to performances, artist studios, and exhibits. ACM has been host to numerous Artists and Scholars in Residence, funded through the department's Equity and Diversity in the Arts initiative, in which

students have been mentored as studio assistants and collaborators in artists' projects. The Department plans to build on this existing strength by proposing a new staff position supporting experiential education this year.

From a campus-wide perspective, UTSC actively promotes experiential education along three lines: first, program-based including co-op, internships and field placements; second, course-based including service-learning and lab/research intensive courses; and third, co-curricular activities including speaker series. With funding from the Provost's Office, the Dean's Office recently appointed a Special Advisor to the Dean on Experiential Education who has been conducting a systematic measurement of experiential education opportunities within each of our academic units. UTSC has also established an Experiential Education fund (funded in part by the Career Ready fund) to support departmental initiatives to integrate experiential education into curricula in new ways, and we have hired two Coordinators for Integrated Learning Experiences who will play a lead role in developing and managing relations with external partners who are able to provide high-quality integrated learning experiences for our students.

- The reviewers highlighted issues with student advising, including lack of communication between program areas and with campus advising, and problems with the design of peer mentoring.

The reviewers stress that students should be able to complete their programs in a timely manner, and point to the important role student advising plays in supporting this goal. They note that students express some concern regarding advisors' understanding of ACM programs, as well as the level of communication between programs. They recommend that UTSC central advising be kept apprised of ACM curriculum and requirements. They further recommend that an existing peer mentoring program be utilized to advise students regarding opportunities and course options.

ACM recently hired a full-time Program Advisor (administrative staff position), who has added significant capacity and expertise in the areas of student program advising and curriculum development. Also, the Department is returning to an earlier practice of regularly convening meetings of the Program Directors to improve inter-program understanding. It hopes this effort will lead to clearer division of responsibilities and improved communication with regard to student advising and professional mentorship.

In addition, the Dean's Office recognizes the important role of advising to support student success, and is finding ways to better integrate academic programs with supports that are available on campus, including the Centre for Teaching and Learning, Library, Registrar's Office, and Academic Advising & Career Centre. The Academic Advising Round Table (AART) and the Student Success Caucus (SSC), whose membership is drawn from these units, are important mechanisms for coordination of support activities and initiatives undertaken by them and by academic units, and they also provide a forum for sharing best practices for student support.

- The reviewers suggested that finding opportunities to "theorize Scarborough" within the curriculum could help students gain perspective that is vital to artists and cultural workers.

The reviewers perceive a lack of language that directly addresses, in a theoretical way, the region of Scarborough. They suggest that a Visual Culture course examining Scarborough or suburban contexts might be of interest to students, and could be used as a way to help students better understand their individual and group positioning in the context of the world. As the reviewers state: "[h]elping students to see the wider world and the world in which they came from is vital to any would-be artist or cultural worker" (p. 7).

ACM already is leveraging its Scarborough location in exciting ways, for example: the Music & Culture program, in which students participate in community-engaged music projects with local organizations; the Theatre & Performance Studies program, in which an annually recurring collaboration with a theatre company downtown and Scarborough-area high schools gives students an opportunity to apply their skills in an off-campus setting; and two partner courses ("Our Town, Our Art") in Art History & Visual Culture and Curatorial Studies, allow students to engage in deep explorations of local galleries and museums. In addition, the Studio program, in collaboration with the Doris McCarthy Gallery, works with Scarborough arts organizations such as Scarborough Arts, the Cedar Ridge Arts Centre, and Y+ Contemporary on annual exhibitions and special projects. Finally, ACM and UTSC had strong participation in the enormously successful extension of Nuit Blanche into Scarborough in September 2018, and is currently in discussions about involvement in this event for 2019. Further funding has also been secured for students to conduct further 'community mapping' research that could reveal opportunities for collaborations in the community. Nevertheless, the Department appreciates the reviewers' recommendation that they create a new ACM course focused on Scarborough, and the Curriculum & Teaching Committee will be considering this idea as part of its curriculum discussions.

Faculty and Research:

- The reviewers suggested ways to fill the need for more intellectual leadership and mentorship in the department, including the need for advising on requirements for tenure and promotion, and reducing the service workload for junior and mid-career faculty to allow for more time for research and creative work.

The reviewers applaud the efforts of the Chair who has worked "carefully and thoughtfully with ACM faculty" (p. 9) to oversee the integration of distinct humanities programs, and they acknowledge the sense of ownership in ACM, as well as the faculty's good will and genuine effort to build and define the Department. They suggest that one way to build intellectual leadership is to increase the number of faculty at the full professor rank, and recommend ways to do this.

Regarding tenure and promotion, the reviewers note that some faculty expressed confusion around the processes for tenure and promotion. To resolve this issue the reviewers recommend that the Vice-Dean Faculty Affairs and Equity offer a mentorship workshop in the Department. They also suggest that administrative leadership develop greater familiarity with tenure and promotion standards in ACM fields of study.

ACM acknowledges the imbalance between junior, mid-rank and senior faculty in the Department. In part this imbalance is due to the youth of the Department and, with the Dean's support and encouragement, ACM has already begun to address this issue. Last year the Department successfully concluded a search for a new tenured Associate Professor, and this year the Department will conduct another search for an Associate Professor.

ACM academic leadership is aware of the many mentorship opportunities being made available to faculty through the efforts of the Vice-Dean Faculty Affairs and Equity and recognize that they will need to encourage faculty to take better advantage of these opportunities. Towards this end, the Department will work with the Vice-Dean to organize informal information sessions on tenure and promotion. More generally, the Office of the Dean has, in the past year, provided new mentorship opportunities and other supports for career development and progress towards promotion for teaching and tenure stream faculty across the campus, and this is likely to have positive effects on morale.

- The reviewers suggested ways to improve the research culture in the Department and build a culture of presenting and sharing research and creative work.

The reviewers note that the formation of a strong research culture in ACM has enormous potential, but there are specific challenges, including: the diversity of ACM fields of study; a lack of knowledge among academic leaders regarding research standards and assessment; and inequalities created by different working conditions for tenure stream and teaching stream faculty. The reviewers acknowledge the efforts made by the Office of the Vice-Principal Research to improve communication about research opportunities through weekly digests, emails and meetings with departments and chairs, but they report that teaching stream faculty feel shut out of research opportunities, and junior faculty in the tenure stream indicate their start-up funds are inadequate for their needs. The reviewers suggest the Department would benefit greatly from funding to support research activities, such as a lecture series, art exhibitions, and performances that bring students and faculty together. would be of great benefit to the Department. They further recommend that ACM establish an Associate Chair who would be responsible for supporting research activity in the Department.

The Department agrees with the recommendations made by the reviewers, and are working on ways to do better. One step it hopes to take in the coming year is to appoint an Associate Chair, Research, but the timing will be dependent on the realities associated with the faculty complement. In the meantime, an Associate Chair, Research, Curricular and Co-curricular Programming will be working to advance the ACM research profile – both in terms of imagining new collaborations and events as well as improving communication about them. The Associate Chair will continue to work with the Vice-

Principal Research to find ways to foster greater research activity, collaboration and student involvement. Finally, the Dean's Office notes that it has allocated a discretionary fund to the Department, and this fund can be used to support research activities.

- The reviewers also observed that "60% of courses in the department are taught by sessional lecturers." Please comment on this observation and the balance between continuing faculty and sessional instructors.

In the Self Study, the Department notes an imbalance between the number of courses taught by appointed and sessional faculty in some areas, specifically: Arts Management, Journalism, Media Studies, and New Media Studies. This reliance on stipendiary instructors can arise from insufficient appointed faculty to cover the courses offered each year, from the need to cover teaching releases (for example, for research and study leave or pre-tenure workload adjustment), or for other reasons. A recent review of the Department's stipendiary teaching found that an average of 32% of its courses offered in the past three years exceeded its teaching capacity. With the support of the Dean, the Department continues to focus on addressing its reliance on stipendiary teaching in a number of ways: 1) reallocating available faculty positions (as recommended in the complement plan); 2) growing the number of faculty in areas of greatest need, including Journalism, Media Studies and New Media Studies; 3) the use of CLTAs/part-time Lecturers; and rotating courses wherever possible. Last year, ACM successfully completed 3 tenure-stream searches (one at the rank of Associate Professor) and one CLTA. This year, in addition to three replacement position searches, there will be one new growth position in Media Studies that will reduce departmental reliance on sessionals.

Space:

- The reviewers indicated an urgent need to integrate and improve equipment in teaching, research, and performance spaces. They suggested that creating a hub to bring faculty and students together would enhance students' educational experience, which is currently negatively affected by programs' disparate locations on the UTSC campus and beyond, and lack of departmental coherence.

The reviewers suggest that the wide distribution of ACM spaces across UTSC makes it more difficult for the Department to function in a coherent way, or to establish a symbolic presence on campus. They believe that scattered physical space may be impeding students' ability to meet with their peers in other ACM programs, and they recommend that ACM secure a "hub" space where students will have the opportunity to interact. In addition, while the reviewers applaud the efforts made by ACM staff to make spaces functional, they believe some spaces are simply inadequate or inappropriate for the purposes for which they are being utilized.

The Department agrees with the reviewers, and looks forward to the resolution of many of its space issues as the campus continue to grow. Space is an historic problem for ACM, and many of the concerns cited by the reviewers – including a lack of clarity

regarding the Departmental vision, lack of communication, and the need for collaboration on curriculum and research – are all exacerbated by its diffuse arrangement on campus. Campus leadership is acutely aware of the severity of ACM's space needs. The completion of Highland Hall has provided ~6,516m2 of additional assignable space. The secondary effects of this new building include an opportunity to increase the co-location of ACM offices. ACM will work closely with the Dean's Office, the Office of the Vice-Principal Research, the CAO, and the Principal's Office to address current space needs. For the longer term, this Fall the campus is forming a committee to develop a proposal to construct a new dedicated Arts building at UTSC. Internally, ACM's Policy and Planning Committee will spend the current academic year discussing various program needs for such a building.

Resources:

- The reviewers made suggestions regarding improvements to internal and external communications.

The reviewers note that, given the wide distribution of ACM spaces across the UTSC campus, communication is an ongoing challenge. They acknowledge the Chair's efforts to improve communication, including holding regular faculty meetings, and cultivating strong faculty involvement in decision-making. However they also make several recommendations to improve communication, including: overhauling the departmental website and using it to communicate the departmental vision; exploring the possibility of creating a departmental newsletter describing ACM's accomplishments that could be distributed once or twice a year; improving communication with the Academic Advising & Career Centre regarding changes to curriculum; improving communication between faculty and staff in the Department; and inviting the Vice-Principal Academic and Dean to attend a faculty meeting.

Improving communication is a high priority in the Department and it appreciates the reviewers' recommendations. Responsibility for developing an ACM communications strategy has been assigned to the Associate Chair, Communications, Experiential Education & Recruitment. A new staff position being hired in Fall 2018 will allow a greater share of staff time to be allocated to communications, and the Department has started to work with Information and Instructional Technology Services and Communications and Public Affairs Office to revise the departmental website. In addition, the Department has already introduced a new newsletter targeting faculty, staff, and students.

Regards,

Professor William Gough
Vice-Principal Academic and Dean

Action	Implementation Timeline	Lead
ACM will reach out to DARO and develop a more coordinated outreach effort to its alumni.	Immediate (6 months)	ACM Chair and/or designate(s)
ACM will return to an earlier practice of holding regular meetings of its Program Directors	Immediate (6 months)	ACM Chair
ACM will review the option of creating a new Scarborough-themed course.	Immediate (6 months)	ACM Chair and Curriculum and Teaching Committee
ACM will work with the Vice-Dean Faculty Affairs and Equity to organize casual mentorship sessions for junior faculty to share experience, and to encourage them to take advantage of the information sessions offered by the Vice-Dean Faculty.	Immediate (6 months)	ACM Chair and Vice-Dean Faculty Affairs and Equity
ACM will work with Office of the Vice-Principal Research to advance the research profile both in terms of imagining new collaborations and events as well as improving communication about them.	Immediate (6 months)	Associate Chair, Research, Curricular and Co-curricular Programming
ACM will design, generate and distribute new staff/faculty and student newsletters	Complete and ongoing	Associate Chair, Communications, Experiential Education & Recruitment
ACM will work with IITS to update its website.	Immediate and ongoing (6 months and ongoing)	Associate Chair, Communications, Experiential Education & Recruitment and Director, IITS or designate(s)
ACM will invite senior administrators to ACM Departmental Council	Immediate and ongoing (6 months and ongoing)	ACM Chair

Meetings to ensure reciprocal communication of plans, priorities and aspirations.		
ACM will develop and communicate a concise departmental mission statement.	Immediate to Medium (6 months to 1 year)	ACM Chair and Policy and Planning Committee
ACM will consider creating a new staff position to support experiential education opportunities in the Department.	Immediate to Medium (6 months to 1 year)	ACM Chair
ACM will conduct 4 faculty searches in 2018-19. One of these will be at the rank of Associate Professor.	Immediate to Medium (6 months to 1 year)	ACM Chair/ Office of the Dean
ACM will reach out to the Vice-Dean Graduate to review its plans to develop graduate offerings.	Immediate to Medium (6 months to 2 years)	ACM Chair and/or designate(s)
With the support of the Dean's Office, ACM will continue to review and address its reliance on stipendiary teaching.	Immediate to Medium (6 months to 2 years)	ACM Chair and/or designates and the Vice-Dean Faculty Affairs and Equity
ACM will continue to work with the Dean's Office, VPR, CAO and Principal's Office to resolve urgent and medium term space concerns.	Immediate to Medium (6 months to 2 years)	ACM Chair and Policy and Planning Committee
ACM will consider appointing an Associate Chair, Research.	Medium (1 to 2 years)	ACM Chair
ACM will participate in discussions related to possible future construction of a dedicated Arts building at UTSC.	Long (3 to 5 years)	ACM Chair and/or designate(s)

5 Executive Summary

The reviewers identified the programs' strengths as the highly motivated, committed students; supportive and accommodating faculty; positive enthusiasm among faculty, staff and students; departmental commitment to respect, inclusion, creativity, innovation and collaboration; strong departmental leadership, especially through transitions; and the department's impressive reputation built in short time. The reviewers recommended that the following issues be addressed: establishing a departmental mission statement, which can provide a coherent vision for the future of the department and its diverse program offerings; collecting data on post-graduation outcomes to assess impact; resolving issues such as department vision and program definition and faculty promotions before introducing the idea of new PhD program into unit and campus strategic plans; offering flexible, student-led, program combinations, creating "playable" spaces within the curriculum, with opportunities to cross program boundaries, and clarifying and streamlining curriculum; developing programs in the classroom/studio with a range of experiential learning opportunities suitable for artistic students in the twenty-first century; addressing issues related to student advising, including lack of communication between program areas and with campus advising, and problems with the design of peer mentoring; finding opportunities to "theorize Scarborough" within the curriculum could help students gain perspective that is vital to artists and cultural workers; filling the need for more intellectual leadership and mentorship in the department, including the need for advising on requirements for tenure and promotion, and reducing the service workload for junior and mid-career faculty to allow for more time for research and creative work; improving the research culture in the department and building a culture of presenting and sharing research and creative work; finding the balance between continuing faculty and sessional instructors; integrating and improving equipment in teaching, research, and performance spaces; creating a hub to bring faculty and students together to enhance students' educational experience; and improving internal and external communications. 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.