University of Toronto Scarborough Campus,
Department of Arts, Culture and Media
Departmental Retreat, April 18-19, 2023

Retreat Summary
May 29, 2023
“Everyone in a complex system has a slightly different perspective. The more interpretations we gather, the easier it becomes to gain a sense of the whole.”

Margaret J. Wheatley
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OVERVIEW AND CONTEXT
Introduction

The Department of Arts, Culture and Media (ACM) at the University of Toronto Scarborough campus (UTSC) undertook to plan and host a two-day staff retreat. This was the first time the entire department of faculty, sessional/post-doctoral students, administration and staff would be together in-person since the pandemic.

The Chair of ACM, working with a Planning Committee, developed an initial agenda for the retreat. The goal of meeting each other and connecting as a community together was an important objective. The Planning Committee selected two focus themes of discussion: anti-racist pedagogy and experiential learning.

In April 2023, Strategisense was engaged to help finalize the agenda design (see p. 10) and to facilitate the retreat itself so that the Chair and Planning Committee members could fully participate in the experience itself.

The retreat was held from April 18-19 at Miller Lash House. The attendance was as follows:

**Day 1** – 48 people, comprised of 11 staff, 37 faculty, 3 virtual participants (1 staff, 2 faculty) plus 4 notetakers and walk guides.

**Day 2** – 40 people, comprised of 6 staff, 34 faculty, plus 4 notetakers/facilitators. There were no virtual attendees on Day 2.
Retreat Objectives

The objectives for the retreat, as designed by the Chair and the Planning committee, were:

• Foster and strengthen sense of team and community within the department and get to know one another

• Building on the “Inspiring Inclusive Excellence” Strategic Vision for the University of Toronto Scarborough Campus (UTSC), begin to develop a shared vision for the Department of Arts, Culture and Media (ACM) and how each member of the department contributes to its future evolution

• Provide focused discussion and learning opportunities to explore how ACM can support anti-racist pedagogies and experiential learning
Retreat Summary Report Methodology

Strategisense was engaged to provide a summary report of the retreat discussion as well as recommended next steps for the department.

The contents of this summary report drew upon the following sources of information:

1. **Visual artifacts**
   Visual frameworks and posters were designed to support small group ideation and knowledge exchange for specific agenda items. Photo of these are included.

2. **Transcriptions of Sticky Note**
   The group captured their insights, questions and ideas via sticky notes throughout the retreat. These notes were transcribed.

3. **Meeting Discussion Notes**
   Four graduate students were employed to capture discussion in plenary and small group sessions throughout the retreat.

4. **Post-Session Feedback**
   Retreat participants were asked to complete a session feedback form online after the retreat. A total of 23 responses were received. The comments received from the feedback were also reviewed and included as input in developing the recommended next steps for the department.
Retreat Summary Methodology, continued

Using these various sources of input, Strategisense then reviewed, synthesized and categorized to identify overall themes the department can consider as it moves forward to take action on the ideas and recommendations expressed at the retreat.

Throughout this report, participant responses are noted in italics. Some content has been organized and edited for brevity and clarity.
Executive Summary

The two-day retreat offered an opportunity for faculty and staff to come together as a department for the first time since the pandemic. For some, it was the first time to meet their colleagues in person. As voiced in the closing plenary session, the opportunity to discuss issues, share a meal, and enjoy a beautiful setting together was very enlivening and helped foster a stronger sense of team and common purpose. In the post-retreat feedback, when asked whether attending the retreat “was time well spent”, 83% strongly agreed and the remaining 17% agreed with the statement.

Based on a review of the various participants inputs collected at the retreat and in the post-retreat feedback survey, the objectives set by the Chair and the Planning Committee were met, as evidenced by participant comments noted in italics below.

Objective 1. Foster and strengthen sense of team and community within the department and get to know one another

_The retreat was incredibly valuable, in so many ways. The opportunities to connect with colleagues, professionally and collegially, are sporadic at best during the year. This retreat addressed disconnection directly. Many people felt safe being honest and open about generative idea proposals and difficult challenges they face. The focus on connection and openness felt the most useful for me. Both present opportunity for growth and meaningful change._

_I needed to know again that we are indeed a community, and I have never felt it so strongly than at that retreat._
Executive Summary, continued

We can only enact a vision for the program and manifest it once we know each other and feel like a real community. This was a crucial and generative first step in that direction.

After the pandemic, we needed this new start, not a fresh canvas, but a collective cleaning of the slate to remind us that we are working together toward the same goals. This is some seriously community oriented and meaningful leadership that I have not yet experienced as a faculty member here or elsewhere. Thank you!

A huge thank you for this opportunity. It was such a great gathering, so well hosted, and so much space given to articulating what people are feeling and experiencing. From and with everyone. What a caring and smart group. I also want to note, given the shocking news of Kevin’s death the day after, that Thy’s leadership here in preparation for the session, and then afterwards with such a shock, was remarkable. I believe that people were able to share and alleviate their grief more strongly as a department because this session took place, and because Thy took immediate and caring action. Huge thanks!

Objective 2. Building on the “Inspiring Inclusive Excellence” Strategic Vision for the University of Toronto Scarborough Campus (UTSC), begin to develop a shared vision for the Department of Arts, Culture and Media (ACM) and how each member of the department contributes to its future evolution

This opportunity gave me some context and perspective about my own contribution to the community.

Hold another visioning meeting to develop a 5-year plan
Executive Summary, continued

Find intersections among our utopian visions and focus on those are our horizons for change

It was most useful to me to have the opportunity to build relationships with my colleagues and to think BIG about future directions of this department

Objective 3. Provide focused discussion and learning opportunities to explore how ACM can support anti-racist pedagogies and experiential learning

I really enjoyed the anti-racism session and wish it had been an all-day event.

I’d like smaller retreats with a theme, such as anti-racism and experiential learning, in which students from all programs are well-represented

I found both days worthwhile. I could have spent a third to partake in both workshops.

I would have liked to have had an opportunity to participate in both anti-racism and experiential learning discussions, but I understand that the structure followed time limitations.

While the Covid pandemic may no longer be deemed a global emergency, the return to in-person learning and recovery from the impacts of it are ongoing and required continued discussion and planning. The retreat offered an opportunity for the department to start to define what it wants to “come back” to – for students, faculty and staff. The Cover Story Vision exercise was a generative future-thinking discussion that helped to identify some aspirations and elements of a future vision for the department (see pages 51-55).
Executive Summary, continued

In some discussions it was noted that returning to traditional institutional learning frameworks and means of assessment may not serve the department’s objective of supporting and promoting anti-racist pedagogies. The importance of “seeing and hearing students on their own terms” and to “better serve international students” was made. This retreat summary offers details on the ideas, insights and questions generated during the gathering. The following themes were recurring and would be useful for the department to address going forward:

Compassion and Care
The need to navigate the impact of the pandemic is an ongoing area of discussion and concern. In the words of one participant, “What are the collective psychological consequences of the pandemic?” There was an expressed desire to articulate best practices for creating a culture of care at ACM. There are two components to consider:

- **Care for students** – Faculty noted students are experiencing a big transition as they come to in-person learning since the pandemic. Creating spaces for them to connect, to work together, to feel more confident at participating in group discussion, to engage in learning outside the classroom, and to have a better understanding of how to navigate their learning journey were some of the discussion points raised.

- **Care for faculty and staff** – In the discussion about lessons learned emerging from the pandemic, participants noted the need to attend to their own care and mental well-being. A willingness to “learning what to unlearn” was offered as a strategy to re-think past practice and re-design work so it meets the needs of the current moment in time.
Executive Summary, continued

Building Relationships and Connection
The retreat feedback indicates a strong desire for mechanisms to sustain the space and time for connecting with colleagues not just for departmental knowledge exchange, but to foster greater cross-program collaboration, share resources, and to “have just community gatherings with no purpose but social integration”. Other suggestions for building on the results from the retreat include:

*Have regular, smaller cross-disciplinary meetings and retreats to continue to brainstorm, build relationships*

*More time together more often, please*

*Cross-program mentorship or buddy groups*

*Further communication across programs with more frequent PD get togethers*

*Initiate regular sessions (perhaps once a term) for this kind of developmental and creative work (half days?) Not linked to the necessary Department meetings which are focused on business.*

It will be important for the department to find ways to support and sustain the positive collection intention that emerged at the retreat so it doesn’t fade away under the weight of day-to-day activities of faculty and staff. Creating and sustaining ways to connect, communicate and collaborate together as ACM moves to create a more clear and tangible
Executive Summary, continued

vision for the future. Building this connection now will help ensure that each individual
member of the department has a clear line of sight to the role and contribution they make to
that future vision.

Anti-Racist Pedagogy
One of the retreat objectives was to explore how ACM can support anti-racist pedagogies,
and the specific ideas are included in the body of this retreat report. The concurrent session
focused on how rethinking the syllabus can be a tool to leverage the mitigation of power,
which had a lot of engagement and interest. Some faculty shared that they choose to be
flexible with deadlines and other assessment parameters in order to meet student needs.
Some of the other ideas raised included monthly learning circles and accessing more
BIPOC resources and perspectives to incorporate into curriculum.
Recommended Next Steps

Follow-up and follow-through on the retreat is important to help sustain the sense of community and shared vision that emerged. The following next steps are recommended:

• Review of Retreat Summary Report by Chair and Planning Committee members
  • Review and discuss the report, and consider what, if any, other issues should be included given that the summary report is based primarily on transcriptions of what was discussed at the retreat and from post-retreat feedback.
  • Identify key priorities that ACM can implement in the next 30, 90 and 120 days to support sustainment of the work that was started at the retreat.

• Communication update meeting and engagement with ACM retreat attendees
  • Share Retreat Summary Report within 30 days
  • Create an opportunity for any further ideas or recommendations for action to be put forward

• Follow-up on expressed desire for additional professional development and dialogue on anti-racist pedagogy and experiential learning

• Review and determine a process for addressing the Parking Lot issues that were raised during the retreat.

• Build upon the initial elements expressed in the Cover Vision Story and embark upon a more structured process to develop a future vision for the department.
RETREAT AGENDA
Retreat Agenda, April 18-19, 2023

April 18, 2023
- Welcome
- Ceremonial Greeting – Elder Josh Eshkawkogan
- Objectives & Context for Retreat
- Focus Themes: Anti-Racist Pedagogy & Experiential Learning – small group discussion
- Lunch
- Experiential Walk – First Story Toronto
- Reflections on Post-Pandemic Experience

April 19, 2023
- Reflections & insights from Day 1
- Concurrent Sessions:
  1. Experiential Learning in Relation to PIE Priorities
  2. Anti-Racist Pedagogies
- Lunch
- Creating Our Vision – small group process
- Presenting Our Visions
- Reflections and Next Steps
SUMMARY NOTES OF RETREAT

The following pages from 20-57 are the notes from the live plenary and breakout groups sessions at the April 18-19, 2023 ACM retreat. The source of these notes are noted in the Retreat Summary Report Methodology on p. 8-9. Participant responses are noted in italics. Some content has been organized and edited for brevity and clarity.
DAY 1 – APRIL 18, 2023
Day 1 – Opening Session Photographs
“What I’d Most Like to Receive Is”: Visual Artifact
“What I’d Most Like to Receive Is”: Themes

CONNECTION WITH COLLEAGUES
A more connected department
Camaraderie and illumination
Improved relationships with colleagues
Meet everyone …and know each other as people rather than roles
Understanding colleagues’ jobs, challenges & commitments
Connection with more people, sharing best practices

IMPACT AS A DEPARTMENT
Feel inspired to make an impact as a team
Feeling part of something good
Knowledge and affirmation
More collaborations, more reflections
Renewed sense of collegiality through commitments
Possibilities for collaboration
Gain an understanding of context – always a challenge for sessionals
Listening about our department
Create better spaces for students
“What I’d Most Like to Receive Is”: Themes, cont’d

PEDAGOGY
Improve my pedagogy
Insight on pedagogy and department operations
Pedagogies of care
Pedagogy & intellectual friendships
Tangible ideas to implement equity & inclusion
Tips on inclusive pedagogy (in person, virtual)

LEARNING
Creative thinking and open to learning
Discovery
Tips on engaged experiential learning
To be inspired, consider paths I didn’t think of or open to before
What excites other programs?
Transformative perspectives
Understanding: learning how to facilitate logistically
Ideas to try
Stories based on experience
“What I’d Most Like to Receive Is”: Themes, cont’d

MINDSET
Energy!
Enthusiasm and energy
Hope
Openness
To shift gears – to slow down
Unity
Breakthrough

OTHER
An extra muffin!
Focus Theme Discussion: Experiential Learning

Discussion Questions:

What recommendations do you have for cross-program collaborations that might support experiential learning?

What techniques have you used to advance experiential learning?
Experiential Learning Discussion: Themes

CROSS-PROGRAM COLLABORATION
Analyze overlap of course content across the departments
More opportunities for cross-program sharing – what are we teaching and how
Technology is a bridge between/ across disciplines
Using I.D.E.A.S. for cross collaboration?
Create more cross-program projects such as video & music; theatre & music; art history & studio
Employ course projects that engage multiple classes (video & sound)
Co-creation among tap, studio, M & C for plays
“Foundations” exhibition with music, studio, other?
Journalism students write reviews of tap play
Stem oriented cross-program learning > code for creatives

PEDAGOGY
Artist in residence that’s multidisciplinary
Course containers? Intensive periods in EA program
Expose students to controversial works
Land-based learning and the arts
Specific projects between courses
Subtly build into assignments with attention to disabilities
Working group to develop ACM field courses
Experiential Learning Discussion: Themes, cont’d

STUDENT SUCCESS

Creating spaces for students to connect
Find students where they are at
Second years: mentors/ambassadors visit second years
How do we bring students together with shared identities/interests across programs and experiential learning?
Inter-campus bus (St. George to UTSC)
Series of workshops for students on tech skills that are common across programs
Offer non-program-based workshops to support student interest e.g., coding for creatives
Problematize otherness before bringing students “back home” with that gaze

COMMUNITY PARTNERSHIPS

Bring community partners into campus
Database of partners in the community
Joint community projects
Focus Theme Discussion: Anti-Racist Pedagogy

Discussion Questions:

What recommendations do you have for cross-program collaborations that might support anti-racist pedagogy?

What techniques have you used to advance anti-racist pedagogy?
Anti-Racist Pedagogy Discussion: Themes

PEDAGOGY
Anti-colonial framing of course
Integrate land acknowledgements into curriculum directly as place content
Making space for the body & somatics
Non-competitive, non-performative space to share
Reassess aspects of course determined by meritocracy
Teaching demos or workshops to share efforts, successes, models
Through citational practices
Monthly learning circles

STUDENT SUCCESS
"Academic orientation 101” – how do you do UTSC school?
Value in belonging
Seeing/hearing students on their terms
Acknowledging/welcoming neurodivergence & accommodations
Perform failure: learning is about getting it wrong
Set the stage for learning including failure, experimentation to being open
Need to better serve international students
Tactical conversations (valve + learning)
Relationships that are non-transactional would help!
OTHER
Have largely abandoned my training
I know too little about our racialized students’ experiences
I don’t know enough...
Experiential Walk: Photos
Group Reflections from Experiential Walk

The land was originally a black oak savannah, in balance with different species and cycles of growth, decay and regrowth. One remaining example only exists now in High Park.

Land stewardship through “controlled burn” as a metaphor – an intervention that establishes equity in the landscape and a reset to get back into balance. Kept invasive species in check. Honouring the reciprocity of this act through ceremony

There has been erasure, denigration of Indigenous scientific knowledge systems. How can we honour, share and teach these knowledges in the classroom?

Notice colonial frameworks e.g., naming streets after people.

Water and land management require continuing ongoing processes to maintain and sustain. Yet it’s easier to find money for flashy new projects or build as opposed to keeping things well-maintained e.g., paths falling into creek.

Stories and shared trauma. How would story be different if told by local First Nations expert? How to cope with anger, frustration, sadness and affect that comes from hearing unresolved stories of colonization?

Source: Notetakers shared file
Reflections on Our Post-Pandemic Experience: Photos
Emerging From Covid: Themes

REFLECTION QUESTION: What are you doing?

Surviving
Traumatized
Grieving
More anxiety
Trying to be more compassionate
Culture of care
Modeling care
Trying to have work/life balance, failing
Meditating, hibernating
Figuring out new normal
Reconciling pre-pandemic modes of operation into a post-pandemic environment
Learning what to unlearn
Learning about in-person ACM
Rethinking my approach to in-person teaching: what is safe space?
Appreciating my in-person learning
Helping students/faculty with event planning in person
Emerging From Covid: Themes, continued

REFLECTION QUESTION: How have you been doing it?

Exhaustion
I've been recovering from a near burnout
Through lots of support from staff & students
Trusting people more
Compassion reflected in syllabus
Additional “labour” of care-based approach

Trial and error
Connecting with community partners
Caring less about deadlines
Meetings through Zoom
A lot of meetings
Trying to be present in as many spaces/places as possible
More flexibility
With Insight timer app
Through research and meditation
How do you post covert practices become sustainable?
Emerging From Covid: Themes, continued

REFLECTION QUESTION: What has changed for you since Covid?

WORK ENVIRONMENT
Understanding the relentlessness of work demands
The pervasiveness of work
Amount of work is a lot
Baseline fatigue
New desire to do less
Flexibility
Being more flexible
Became more flexible with time
Balancing and trying to integrate
Focusing on reflection and writing
I've lectured less and facilitated more
Enjoying flexibility of hybrid work arrangements
Feel like I’m being taken more seriously
Becoming more understanding of others, life situations
If you get sick it feels like you still need to work
Emerging From Covid: Themes, continued

REFLECTION QUESTION: What has changed for you since Covid?

PEDAGOGY
Ability to explore more diverse repertoire & help with technique
No more sound trap except when used for style
Rethinking what is intimacy in theatre training
Possibilities for engaged collaborations across geographical distance has been great
Consciously implement social-emotional learning
Creating assignments that are multi-pronged
How to help students work together?
Grown my community e.g., better relations with faculty/iits
Building relationships with other UTSC departments
Numbers have gone back up
Implementing My Learning: Themes

REFLECTION QUESTION: What is one thing you learned?

Exhaustion is endless
Different pressure on different faculty
Do less
How do we integrate care and kindness into teaching?
Intentional empathy & forgiveness
I can give up easily
I have to prioritize my health
Being OK with uncertainty
Learning to be mindful what I’m saying yes to
Trying to do as much as possible
Thinking about what my needs are for what I feel I should accomplish
Lots of practical skills, but interpersonal, in the space teaching is critical for me
“Hallway time” is essential
Longer relationship building in group work
Keeping oneself accountable
Support for students’ importance, additional flexibility
Those doing the work tend to know more about the scenario they are involved in than the decision makers
Implementing My Learning: Themes, continued

REFLECTION QUESTION: What is one thing you learned?

Not to mimic siloed processes or structures, it impedes my work
Teaching students to be good worker bees is passive teaching
There are so many BIPOC composers that need to be explored but not a lot of printed resources
UTSC music students have a diverse cultural background
Project management
I work very efficiently remotely and electronically. I’d rather spend another work hour working than driving
A ton more about live streaming
Advantages & limitations of Zoom/Teams
Zoom breakout didn’t work
Learning to trust others under hybrid environment
Implementing My Learning: Themes, continued

REFLECTION QUESTION: What’s one question you have?

How long does this go on for? And how?
What are the collective psychological consequences of the pandemic?
How do you balance teaching time management with compassion and equity practices?
How can I build compassion into course design?
How can we make processes/steps for plans clear for faculty/students?
How do we re-teach students to feel comfortable speaking to the group?
Techniques for the instructor to generate student-driven dialogue
How to get more students to engage outside the classroom? (events, workshops, experiential learning, volunteer)
Were staff treated differently than faculty during covid?
Quality of work – does it differ from in-person to hybrid?
Is hybrid arrangement sustainable in the long-term, in light of carbon footprint and time spent on the road?
How can I work from home now that there is a toddler there?
Is the university admin as compassionate to us as we are to students?
How can I find more resources to help guide my students into explore by BIPOC & Indigenous repertoires?
REFLECTION QUESTION: What's one question you have?

Why doesn’t the university trust their employees to know more, are better equipped to make decisions, and can be trusted?
How do we develop long-term curricular change within a framework of term-to-term contracts?
Best platforms to disseminate info, resources, learning material, events, funding, opportunity
How are we cold waiting this learning?
REFLECTION QUESTION: What’s a suggestion you have for improvement?

Mental health leave easier
Faculty mental health support
Replacement labour when we go on leave
Life events need to be factored into more planning
Make space to be taught
Decenter the instructor using various techniques eg. hold red ball when talking, Long table
Regular opportunities to exchange ideas with other faculty over food
Shared best practices for creating a culture of care so we don’t reinvent the wheel
Host training/drop-ins for faculty/students to learn from staff
Continue to signal value of sessionals to the department (today was good)
Provide paid opportunities for sessionals to develop and implement pedagogy
Engage with other individuals and groups
Dissolve the hierarchical structure and trust employees to make decisions for the department. Quit centralizing power.
Commission BIPOC or Indigenous composers to contribute to repertoire
Minimize meetings
Be more responsive when working remotely
More UTSC framework supports
Document/file sharing/access
Intentional Practice: Themes

REFLECTION QUESTION: What is one practice that has stayed with you?

COMPASSION
Accountability and compassion
Compassion
Give myself grace
Intentional, careful check-ins with students & colleagues
Check in on mental health
Mechanisms of kindness, care plus kindness not just in person, but also in syllabus
Accepting student’s excuses for absences without question
Positive feedback only
Practices of care
Slow down
Walking in nature
Exercising
Knowing when to say enough
Pause before agreeing to take on project
Intentional Practice: Themes, continued

REFLECTION QUESTION: What is one practice that has stayed with you?

PEDAGOGY
Assessment flexibility
Different assignments, online curation, or archives
Generous use of discussion tools in and beyond class
More self-evaluations
Music
On-site experiments on a smaller scale that still facilitate deep learning
Seeing the semester as one long conversation
Sharing short written reflections and quiet time
Quiet writing time
Pepper images

STUDENTS
Student centered approach
Accepting students excuses for absences without question
Check-in and sharing mood with class
Weekly Quercus announcements to each class
I’ve given up penalizing late work
Intentional Practice: Themes, continued

REFLECTION QUESTION: What is one practice that has stayed with you?

OTHER
Flexible working as apparent
Hybrid arrangement
Online office hours
Teams
Work from home
Archival (photos, recorded videos, past events)
Implementing My Learning: Themes, continued

REFLECTION QUESTION: What is one practice you’ve decided to give up?

Give up exams, excellence, marking
Deadlines or due dates
Punitive assessment
Too much activity or packed schedule
Not seeing “keeners” & “slashers”
Give up being a major source of mental health for students
Feeling like I need to say yes right away
Give up 24-hour expectations of response
Cutting down on zoom calls
Hybrid programming
Working/accepting ineffective work structures
Keeping hard copies/documents
Smoking tobacco
DAY 2 – APRIL 19, 2023
Session 1: Experiential Learning in Relation to PIE Priorities
Presenter – Lynn Tucker

Session 2: Anti-Racist Pedagogies
Presenter – Nicole Dove, CTL
Session 1: Experiential Learning

TOPIC: Experiential Learning in Relation to PIE Priorities
Presenter – Lynn Tucker

- Experiential learning needing a different grading scheme i.e., not getting in trouble for giving too many A’s.
- How can we use resources already available e.g., running the campus gallery?
- The importance of “hanging out” and having space to just be.
- It’s important to get people in the room together to engage and offers a more casual form of learning together.
- Discussion around experiential learning and not emulating potentially toxic work environments such as traditional “journalism”
- EL needs a space of unlearning and alchemy. Like a dance, we need as structure to navigate the experience with funders’ goals and expectations.

Source: This is a summary of key points as taken from the Notetakers shared file.
Session 2: Anti-Racist Pedagogy

TOPIC: Dismantling racism through praxis: Key grounding questions and the emergence of a community of practice
Presenter – Nicola Dove, CTL

- The syllabus is a document/contract of power. It can also be leveraged as a tool to leverage a mitigation of power:
  - What tone are you using in syllabi?
  - What assumptions are you making?
  - Is there room for integrating student input?
- Implement backwards course design – start from goals
- How can we communicate to students in a different way, not re-articulating the institutional tone e.g., with learning outcomes
- Often syllabi are communicated in punitive language, so students aren’t set up in a disciplining paradigm
- How can we create classroom space that is more welcoming?
- Where are you sourcing materials from? How can we facilitate intercommunity knowledge exchanges?
- There are 3 groups of people that can support a community of practice:
  - Designers – set things up, establish the features of the community of practice
  - Engagers: How will the designs inform praxis?
  - Sustainers: How will this be fostered?

Source: This is a summary of key points as taken from the Notetakers shared file.
Imagine it’s 2028 – 5 years in the future.

The ACM department has been so successful it is the cover story for a prestigious magazine or journal.

Working in small groups and using the visual framework provided:
- What's the headline?
- What are people saying?
- Who’s been served and what’s the impact?
COVER VISION STORY EXERCISE, Photos
Elements from Cover Vision Story Exercise – Excerpts*

COVER STORY

ACM’s approach to care plus collaboration revolutionizes UofT

UTOP IA: Academy Of Arts, Culture and Media

ACM: The Future of Learning

ACM Connects!

QUOTES

“I’ve never felt so seen!”

“Hanging out is the new social media!”

“ACM showed me how to create my own path”

“I feel like I have a place and I am part of something special”

*NOTE: These are examples of ideas generated by the small groups during the visioning exercise. For more details, please refer to the ACM Retreat Sticky Note Data document.

strategisense.com
Elements from Cover Vision Story Exercise – Excerpts*, continued

BIG HEADLINES

Scarborough has become an urban environment where faculty and artists live and work
UTSC removes barriers to justice-oriented creative pedagogy, practice and employment

UofT gives land back, pays rent

Pioneered a new decolonial grading system

UTSC integrated in Scarborough community

Eliminates precarious labour

Land-based learning

100% graduation rates for BIPOC, queer, differently abled, and financially precarious students

*NOTE: These are examples of ideas generated by the small groups during the visioning exercise. For more details, please refer to the ACM Retreat Sticky Note Data document.
Elements from Cover Vision Story Exercise – Excerpts*, continued

SIDEBARS

Approach to care developed in collaboration with all parties
Faculty hangout space
Better transportation
ACM media outlets
Studio arts graduates wins Sobey Award
Award for world’s most innovative pedagogy
Continuing education for faculty and students
Removing barriers to access
Welcoming spaces
Transition year free! With mentoring
Cohort building
Black oak savannahs are back!
Break out of global north exceptionalism
Apprenticeship & knowledge systems
UTSC arts community leading the change in repatriating, honouring, celebrating the land
Fosters & celebrates inclusion
Connects everything everywhere all at once! – the land, its roots, the past, cultures, communities, disciplines, students, faculty, resources, locally, globally, research

*NOTE: These are examples of ideas generated by the small groups during the visioning exercise. For more details, please refer to the ACM Retreat Sticky Note Data document.
Parking Lot

The following topics were raised and assigned to the parking lot as they were beyond the scope of the retreat agenda, though with the understanding that it may be outside the scope of the department to address them.

“Excellence” – a colonial perspective?
Tutorials
L.A.M.P.
Why can’t we abolish grading? What is its use? Who does it serve? It clearly doesn’t facilitate learning.