

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

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Retreat Summary  
May 29, 2023

strategisense

*“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.

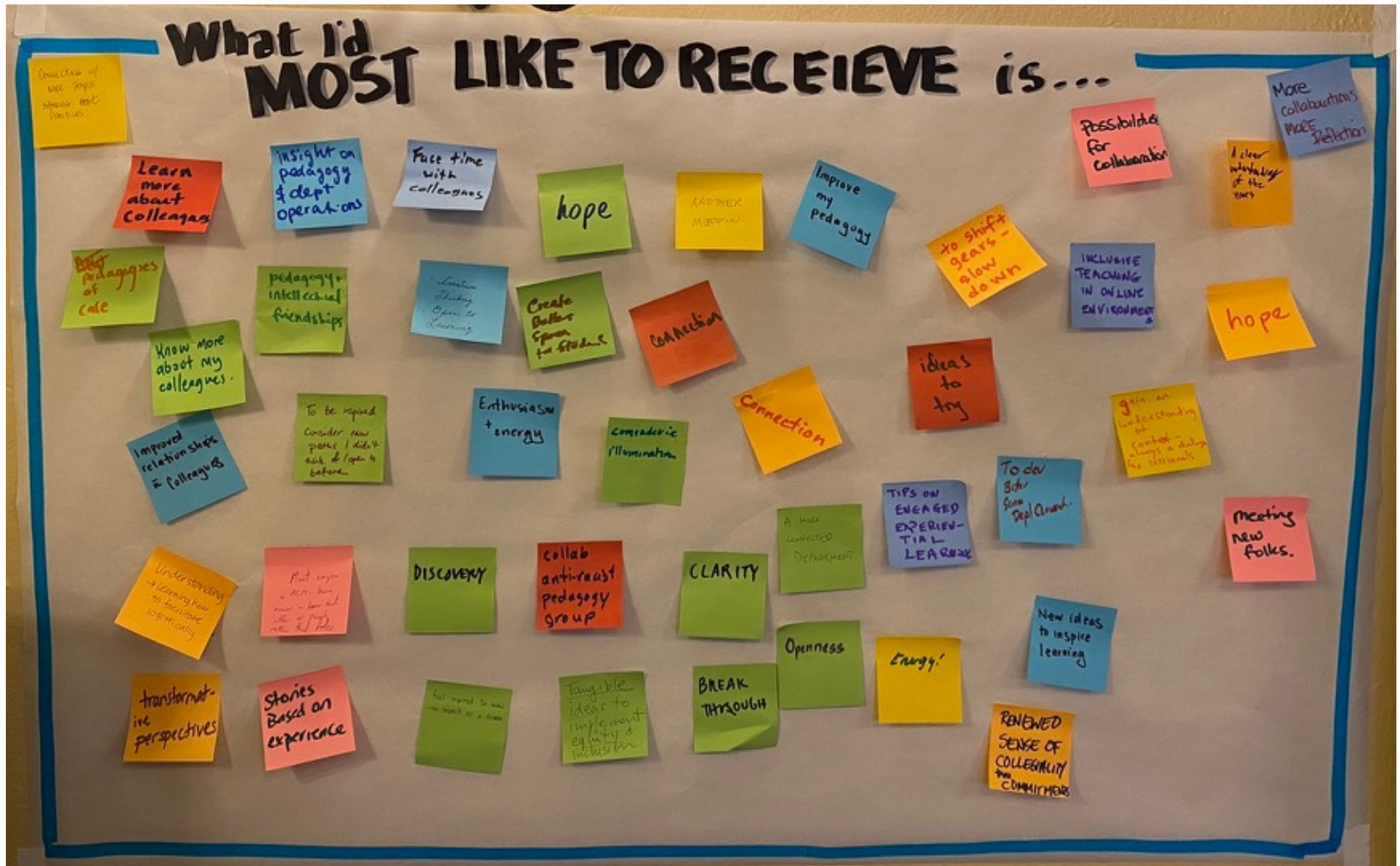
# **DAY 1 – APRIL 18, 2023**

# 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!*



# 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*



# 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 (value + learning)*

*Relationships that are non-transactional would help!*

# Anti-Racist Pedagogy Discussion: Themes, cont'd

## 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?*

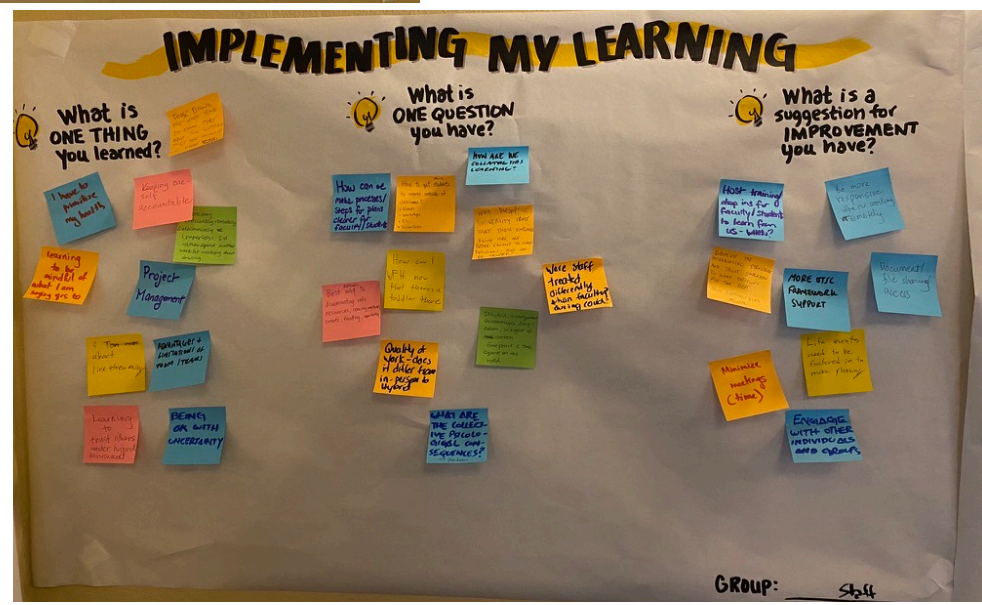
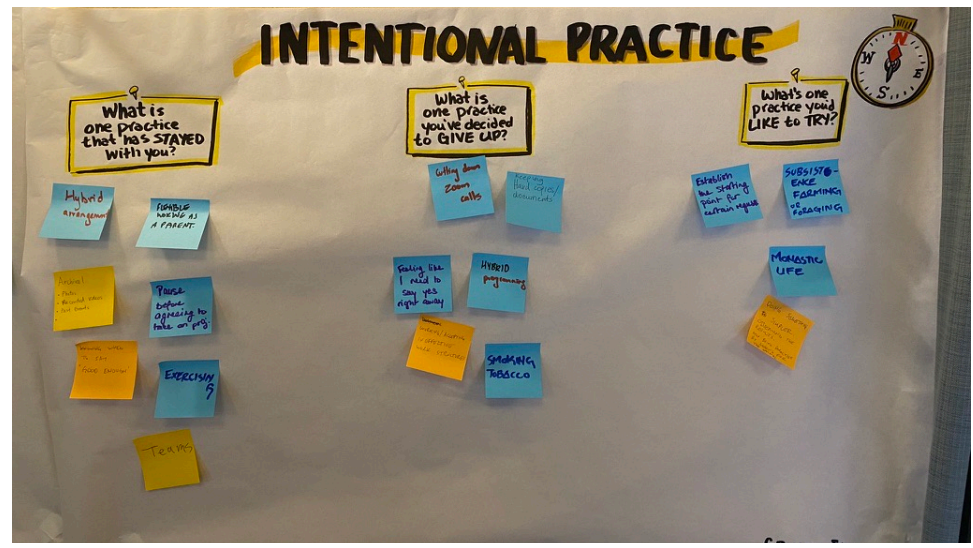
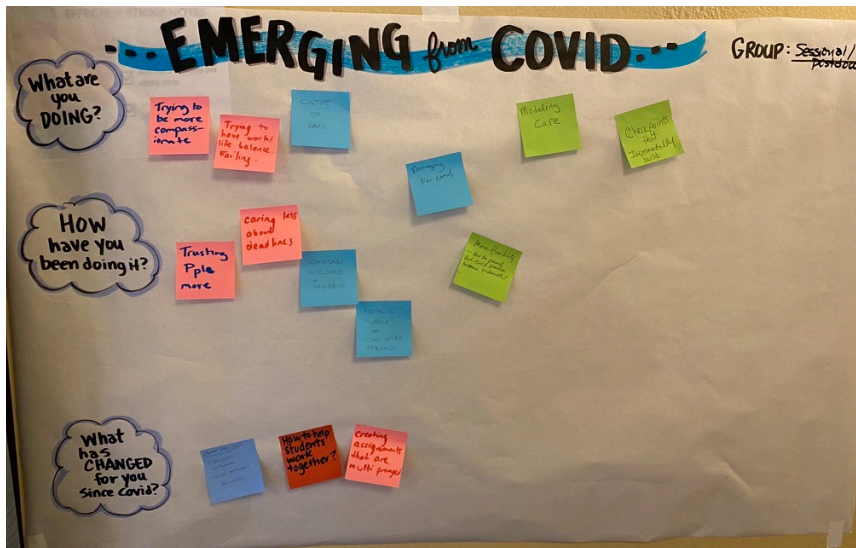
*Notice colonial frameworks e.g., naming streets after people.*

*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?*

# Implementing My Learning: Themes, continued

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?*

# Implementing My Learning: Themes, continued

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" & "slackers"*

*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**



# CONCURRENT SESSIONS

*Session 1:  
Experiential  
Learning in  
Relation to PIE  
Priorities  
Presenter –  
Lynn Tucker*



*Session 2:  
Anti-Racist  
Pedagogies  
Presenter –  
Nicole Dove,  
CTL*



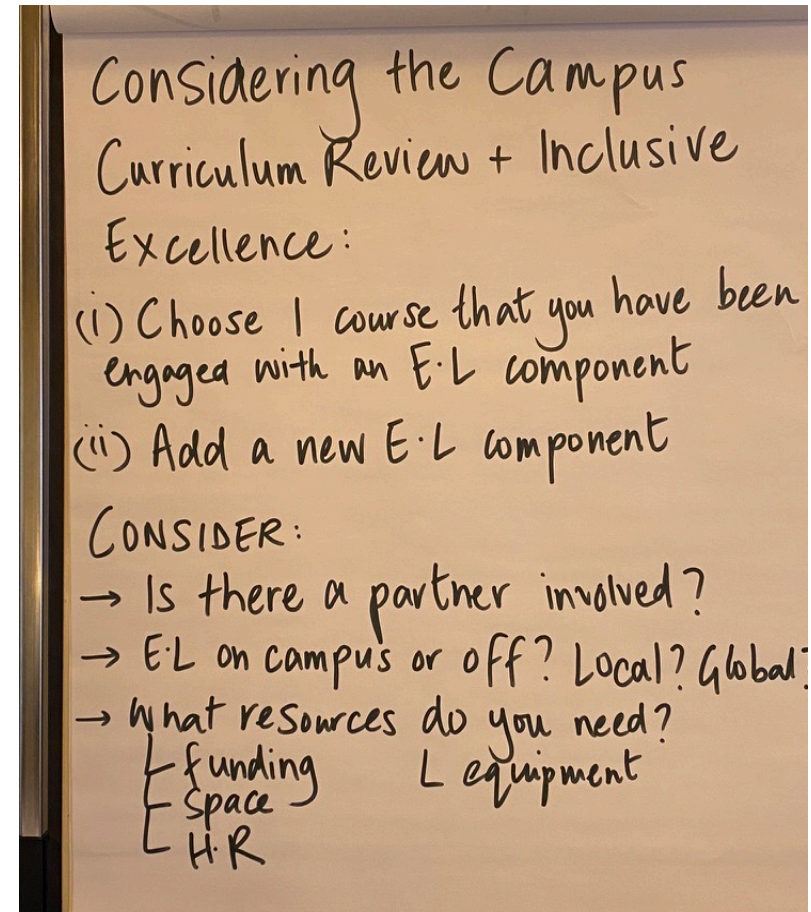


# Session 1: Experiential Learning

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.





# 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.

# 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.*