

## **External Review of the Faculty of Media, Art, and Performance, Interdisciplinary Graduate Programs, University of Regina**

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### ***External Reviewers:***

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Dr. [Mary McKenna](#), Professor, Faculty of Kinesiology, and Assistant Dean, School of Graduate Studies, [University of New Brunswick](#).

### ***Internal Reviewer:***

Dr. [Troni Grande](#), Associate Professor, Department of English, and Interim Associate Dean (Research & Graduate), Faculty of Arts, [University of Regina](#).

**Site Visit Date:** 13-14 February 2020

**Report Date:** 19 June 2020

## Table of Contents

Executive Summary .....	3
Introduction.....	4
The Concept of Interdisciplinarity .....	6
Curricular and Programmatic Review .....	7
Governance of Interdisciplinary Graduate programs within Faculty Structure .....	10
Conclusions and Moving Forward.....	11
Appendix A: Summary of Recommendations .....	13
Appendix B: Agenda of the Review Committee Site Visit .....	14

## Executive Summary

The motto of the Faculty of Media, Art, and Performance (MAP)—“Where Makers Meet”—is a fitting descriptor for the Interdisciplinary (IDS) Graduate programs. These flexible MAP programs provide opportunities for graduate students to forge their own creative and critical paths. The programs are also a potential source of partnerships for faculty members across the diverse disciplinary areas of MAP, and in associated Faculties and units at the University of Regina. Overall, the IDS Graduate programs are adaptable and innovative, demonstrating strong commitments to community outreach. The IDS Graduate programs have made a significant contribution toward enhancing the reputation of MAP at the University of Regina. In the University and beyond, these programs help build vital bridges between people, organizations, and ideas.

This review is informed by documentation, which includes the Media, Art, and Performance (MAP) *Interdisciplinary Graduate Programs Self-study Report*, budget data, the Unit Review Policy and website materials relating to MAP’s Interdisciplinary Graduate programs, and relevant course outlines, along with a two-day in-person visit by the reviewers.

The documentation and site visit revealed that, along with significant strengths in the IDS Graduate programs, there have at times been challenges in following the espoused principles so that all feel respected, valued, and included. A common vision of interdisciplinary studies remains an urgent need. Efforts to keep the IDS Graduate programs moving forward have been responsive to changing demands and to a shrinking Faculty complement. But the pace of change appears to have hampered thoughtful planning. Considerable ingenuity and energy have been exercised in revising and streamlining programs, as well as creating the three routes of the new Interdisciplinary PhD in Media and Artistic Research. The time is now opportune for recognizing the key challenges facing the IDS Graduate programs, and for stepping back to view all of the programs and governance structures within the frame of a respectful shared vision.

We offer nine main recommendations to shape MAP’s future planning with respect to its Interdisciplinary Graduate programs. A key first step is to arrive at a shared concept of interdisciplinarity, which can then provide a clear basis to inform all aspects of MAP. We further recommend a rigorous internal review and revision of programs and governance structures, with a view to maintaining academic program integrity while streamlining operations, improving student success, and ensuring a respectful workplace where all faculty members, students, and staff can thrive.

## Introduction

The Review Team for the External Review of the Interdisciplinary Graduate programs in the Faculty of Media, Art, and Performance in the University of Regina consisted of two external reviewers, both administrative leaders in graduate interdisciplinary studies: Dr. Zoë Druick, Professor of Communication and Associate Dean, Academic, Graduate and Postdoctoral Studies at Simon Fraser University; and Dr. Mary McKenna, Assistant Dean of Graduate Studies at University of New Brunswick. The internal reviewer was Dr. Troni Grande, Interim Associate Dean (Research & Graduate Studies) in the Faculty of Arts.

On January 30, 2020 the external review team received the Media, Art, and Performance (MAP) *Interdisciplinary Graduate Programs Self-study Report*, which includes sections on historical background, faculty and staff, teaching spaces, organizational structure and processes (including terms of reference for key positions and the IDS graduate committee), highlights on research and community service, program requirements, and student successes, along with a SWOT analysis detailing perceived strengths, weaknesses, opportunities, and threats. Additional budget data pertaining to the Interdisciplinary Graduate programs in MAP, including information on enrollments, tuition, research funding and revenue, were also supplied. In addition to the self-study, the Unit Review Policy and website materials relating to MAP's IDS Graduate programs were examined by the Review Team, in preparation for writing this report.

The team carried out a site visit on February 13<sup>th</sup> and 14<sup>th</sup>, 2020. Over two tightly scheduled days, the team met with the following individuals:

- the Provost and Vice-President (Academic)
- the Acting Dean of Graduate Studies and Research/Associate VP Research
- the Dean and three Associate Deans of MAP
- the Interdisciplinary Graduate Committee and its chair
- the Faculty Administrator
- current graduate students
- the Interdisciplinary Programs Administrative Assistant
- the Department Head of Visual Arts
- the Director of the Humanities Research Institute, who is also a MAP faculty member
- a sessional instructor
- representatives from the Library.

In addition, the team received two written submissions from past and current students.

The site visit began with a meeting between the Review Team; the University Provost and Vice-President (Academic), Dr. Tom Chase; and the Interim Vice-President (Research), Dr.

Kathy McNutt. Associate Dean Wes Pearce effectively oriented the Reviewers and facilitated all aspects of the site visit. To conclude the site visit, the Reviewers met again with the Provost. The Review Team extends its sincere appreciation for the warm hospitality and generous assistance of Associate Dean Pearce, Dean Rae Staseson, the faculty members in MAP, and the support staff who guided the site visit; and gratitude to all those who participated in the site visit.

As noted in the self-study, it is difficult to consider the IDS Graduate programs as a traditional academic department, given the lack of a dedicated budget or physical spaces for teaching and research. However, IDS graduate students have access to shared studio space and to state-of-the-art facilities used by the four MAP departments—Theatre, Visual Arts, Music, Film—as well as by Creative Technologies. Since 2010, enrolments have fluctuated between 9 and 16 students per year, with 9 students registered in 2019 in the two interdisciplinary Master’s programs (the studies-based MA, and the practice-based MFA); and a further 5 students enrolled in the new Interdisciplinary PhD in Media and Artistic Research (p. 16). The IDS Graduate program draws on 17 faculty with graduate teaching, supervisory, or committee responsibilities (p. 5). The programs are managed by a faculty member appointed as the Interdisciplinary Studies Graduate Representative, and supported part-time by an administrative staff member who also works for the Theatre Department. The thesis work of the Master’s students is largely co-supervised. Clearly, sustaining the IDS Graduate programs requires a team effort tapping multiple resources.

During the past decade, MAP’s Interdisciplinary Graduate programs have undergone rapid and substantial change. In an apt metaphor shared with the Review Team, the building of IDS Graduate programs was likened to an old house that had made room additions haphazardly here and there to accommodate ad hoc needs, without the benefit of a master plan. The “Statement of Interdisciplinarity” circulated by the Faculty registers the historical change in how the term “interdisciplinary” has been applied to students’ graduate programs. In the early days of the Interdisciplinary Graduate programs, students were required to bring two or three disciplines within MAP to bear on their chosen object of study. This approach has since been expanded to make possible collaborations not just within MAP but across the University. Students working in Interdisciplinary Graduate programs now identify two or more main areas of concentration across the University, with at least one area within MAP. The IDS Graduate programs have attempted to keep pace with the innovations in MAP, even leading the way, as with the recent revision of the MA program in 2014, the revision of the MFA program in 2016, and the introduction of the Interdisciplinary PhD program in 2019 (a streamlining and regularization of the special case PhD). The IDS Graduate programs have kept a close eye on the University of Regina’s Strategic Plan (2015-2020) *peyak aski kikawinaw: Together We Are Stronger*. The strong partnerships with faculties, departments, federated colleges, and community organizations allow interdisciplinary graduate students to choose Indigenization and sustainability as areas of emphasis in their degrees.

It became clear from the self-study and in-person meetings that the Interdisciplinary Graduate programs in MAP—which comprise the MA, MFA, and recently established PhD—are fraught with a legacy of controversy that seems out of proportion with the small size and relative success of the programs themselves. The issues we discerned suggest an urgent need to do the following:

- a. Further examine the keystone concept of interdisciplinarity;
- b. Re-evaluate, update, and institute planning in all programs in relation to new faculty complements and changes in scholarly and artistic knowledge production;
- c. Review the structure and governance of the faculty, with particular reference to the support and organization of the Interdisciplinary Graduate programs.

These three points are interrelated. Greater clarity around the concept of interdisciplinarity could help inform program planning, which could then be addressed through appropriate structures and governance. We see an examination of the concept of interdisciplinarity as a useful first step for the MAP group, followed by an iterative process of examining how its re-conceptualization is translated into programs, structure, and governance.

We note that the terms of reference for our review were to consider *only* the Interdisciplinary Graduate Programs in MAP, leaving to the side their relation to both the discipline-specific graduate programs (with which they share curriculum) and the interdisciplinary undergraduate programs (in which students work as TAs and sessional lecturers, and which serve as a potential source for future graduate students). Although we respect the right of the Faculty to parcel out its reviews in whichever way it sees fit, the terms of reference of this review seemed to us unnecessarily constrained and had the effect of hindering our ability to consider the Interdisciplinary Graduate programs within the bigger picture of programmatic activity in MAP more broadly.

## **The Concept of Interdisciplinarity**

Interdisciplinary degrees, which provide flexibility and a variety of options, are highly sought after by graduate students. Despite the centrality of the concept of interdisciplinarity to the graduate programming in the MAP faculty, however, the review team was struck by the plurality of understandings of the concept that were expressed in both the self-study and the in-person meetings. In fact, the first weakness identified in the self-study was the “lack of a coherent understanding/agreement of what interdisciplinarity means, which is confusing for students and difficult for faculty decision making and affects recruitment and retention” (p. 19). The explanations of interdisciplinarity within the self-study underscore this challenge. For example, the statement of interdisciplinarity is brief and narrow: “[brings] together two or three

distinct disciplinary areas in MAP to create a unique object of study” (p. 23). We note that this “Statement of Interdisciplinarity” is also supplied to students in MAP’s *Interdisciplinary Studies Handbook*. Students are not given enough clarity or direction as to the interdisciplinary nature of their program of studies. Although prospective Master’s students are told, “State clearly the interdisciplinary nature of your program of study and justify the need to be supervised in more than one department” (self-study, p. 39 and 43), they receive minimal guidance on what constitutes their proposed projects’ “interdisciplinary nature.” Prospective PhD students are not required but instead “encourage[d] to consider innovative research questions that investigate new terrain beyond the traditional disciplinary boundaries by combining multiple theoretical and methodological frames, or to focus on research that addresses the scope and bounds of one discrete discipline” (p. 42). Furthermore, it was unclear from the course outlines provided, at which points in their program students gain a strong understanding of interdisciplinarity and interdisciplinary research. Numerous comments heard during in-person meetings reinforced this challenge.

It is too simple to say that differences as to the definition of interdisciplinarity followed lines of “practice” versus “studies” and are related to the training received by professors with MFAs and those with PhDs. Nevertheless, we noted that those with MFA training tended to think about interdisciplinarity in an additive fashion (e.g., film plus painting plus music), while those with PhDs tended to express views about interdisciplinarity as a critical methodological orientation in itself, regardless of the medium(s) of research expression. Regardless, despite the centrality of the concept to the title of the graduate programs under review, the review team was struck by the lack of shared grounding in theories and methodologies related to “interdisciplinarity.” It seems clear to us that **the faculty need to engage in a focused exercise of self-reflection in which they develop—and perhaps diversify—their shared understandings of interdisciplinarity.** This review would allow the MAP group to re-examine interdisciplinarity as a fundamental construct that underpins the program, and to take advantage of the considerable academic literature published on the topic since the program was established. One key may be to acknowledge the diverse definitions in the field, as well as current debates around interdisciplinarity. **Once the MAP Interdisciplinary Graduate group develops a set of shared meanings, they will then have the opportunity to examine the implications on all aspects of their program and governance,** as recommended below.

## Curricular and Programmatic Review

Until the early 2000s, the then-Faculty of Fine Arts at the University of Regina was structured in a fairly traditional way with disciplinary MFAs in each area of artistic practice (music, theatre, film, visual art). The need for interdisciplinary programming developed initially

in response to student demand and faculty interest, beginning as a relatively individualized and flexible option for students with multi-disciplinary art practices. Over time, the Interdisciplinary MA/MFA option in Fine Arts was established, broadening the purview even further and encouraging co-supervision with faculty outside of MAP. The programs were maintained and revised when the faculty was renamed the Faculty of Media, Art, and Performance (MAP) in 2016. In time, interdisciplinary undergraduate programs (outside the purview of this review but an important element of the interdisciplinary ecology in MAP) were established. In 2019, the faculty established an Interdisciplinary PhD in Media and Artistic Research, with three separate routes—Path A: Research on the Arts; Path B: Research in the Arts; and Path C: Research through the Arts.

Given the development of these programs apparently outside of considerations of strategic enrollment management and planning, not to mention their complex relationships with the existing departments in MAP, which continue to offer disciplinary MFAs, it is advisable for the faculty to now review the vision and operation of the programs to assess which elements have been successful and which could be revised or improved.

Low student completion rates present a very serious concern. Between 2004 and 2019, 32 students graduated from MAP programs, an average of two students per year. Since 2015, 14 students have graduated; 10 graduated between 2011 and 2015, while seven graduated between 2004 and 2010. The self-study indicates 18 faculty members have direct and ongoing contact with students and that others have supervised in the program, which would indicate an average of fewer than two graduates supervised by each faculty member over this 15-year period. Yet additional documents we were shown indicate highly imbalanced supervision loads. At the same time, in summarizing enrollment trends, the self-study suggests that “there has been little growth in enrollments because the program is near, or at, capacity” (p. 14). This conclusion is difficult to accept until one looks at completion rates, which the self-study identifies as a weakness: “time to completion rates are generally extraordinarily long in both Master’s and PhD (special case)” (p. 19). Since 2010, 113 students have enrolled in the Master’s programs, with just 25 graduates, a 22% completion rate. The first special case PhD student enrolled in 2013, and by 2016 there were seven students in total; there is yet to be a PhD graduate of the program. These numbers are concerning and indicate problems with the degrees as they stand. **Our team recommends additional oversight of student progress and that a program administrator communicate with all students who are in the expected year of degree completion to determine their plans. We recommend that all students who have been in the program for extended periods work with their supervisors to develop a feasible plan for completion, or otherwise withdraw from the program.** Funding is always a challenge for students, and these long completion times—or ultimate lack of completion—exacerbate this problem considerably.

Recognizing the nature of the evolution of the MAP program and due to the low completion rates, the team recommends **an internal structural and curriculum program**

**review of MAP, which addresses all aspects of the graduate programs.** This recommendation expands on the self-study, which identifies the PhD program as a candidate for review. Recommended foci should include recruitment of students (ensuring their research topics reflect interdisciplinarity) and faculty; faculty roles and responsibilities; supervision and guidance to students to maintain interdisciplinary research integrity; number and types of courses to offer; and relations with other departments and faculties. We recommend that faculty evaluate, in particular, the five following issues:

*a. The structure of the Interdisciplinary PhD in Media and Artistic Research:*

The PhD has unusually high demands and an unwieldy structure (60 credits, 30 of which are course-based). This structure places a heavy burden on students and raises questions about the background preparation of students who are accepted into the program. In order to ensure timely completion, we suggest that **the requirements for the MAP PhD be brought into line with other PhDs at the University of Regina and comparable degrees elsewhere (required credits should be cut substantially).**

*b. The substantial discrepancy between the Interdisciplinary MA and MFA:*

There is a substantial discrepancy in requirements between the two Master's degrees offered in MAP, with the MFA requiring 42 credits and the MA 30. This discrepancy leads to confusion for students and may contribute to low completion rates. While higher MFA requirements are a hold-over from a time when it was a terminal degree, the practice-based PhD means that **the MFA can be cut down to a more manageable size and students encouraged to continue to the PhD.**

*c. Course planning and scheduling:*

Students need to be able to plan their programs in order to complete their milestones in a timely fashion. We heard from students that they are hindered in making progress in their degrees when they do not know which courses will be offered 2-3 years in advance. **Additional advance course planning by faculty can support timely completion of degrees.**

*d. The system of credit for faculty teaching in the interdisciplinary graduate programs:*

The system for allocating teaching in the Interdisciplinary Graduate programs lacks transparency. We were concerned to learn that all teaching in the MAP program is done in overload, on top of regular teaching assignments. **The faculty needs to determine the value of the graduate programs in MAP and assign course credits to teaching accordingly.** A related issue pertains to the "non-departmentalized faculty" group. Differing perceptions by this group and other faculty about teaching and other aspects of MAP further complicate this issue. Clarifying the faculty's understanding of

interdisciplinary may help; however, this issue has developed over a period of years and is unlikely to be resolved easily.

*e. Sustainable staffing:*

**The graduate programs cannot run without adequate staff support.** Support staff are overworked and stressed. This situation is unsustainable; re-examining MAP governance may assist with this issue.

Outcomes of the program review can inform other elements of the MAP graduate programs identified by the self-study as in need of attention, such as a more informative website, enhanced program publicity, and improved marketing of MAP, nationally and internationally.

## **Governance of Interdisciplinary Graduate programs within Faculty Structure**

The lack of clarity about the governance structure in MAP is reflected in the confusing administrative structure of the programs provided on page 5 of the self-study. It is difficult to discern from this chart that there are three Associate Deans in the faculty and a committee dedicated to Interdisciplinary Graduate programs that reports to the Associate Dean Graduate and Research but is not chaired by her. To make matters more convoluted, the chair of the committee, who is a faculty member, must request access to the funds earmarked for these programs from yet another Associate Dean, in charge of Interdisciplinary Programs and Special Projects. The ungainliness of the reporting structure was noted as a weakness in the faculty.

The MAP group is keenly aware of this issue. The self-study document, for example, identifies a number of governance weaknesses, a sampling of which are: the “current program structure means that no one needs to take responsibility for the program,” there is a “lack of consultation on the structure of programs with Faculty, or conversely, over involvement of other units in the running of interdisciplinary programs,” the “lack of an independent and necessary line budget,” “lacking methods to support interdisciplinary administrative structures alongside disciplinary structures,” and the “convoluted program and administrative structure” (p. 19). It is noteworthy, however, that while the SWOT analysis identified these threats, none of the opportunities addressed issues of governance.

Furthermore, during the in-person meetings, people raised serious concerns about MAP and its governance. Many of these descriptions focused on past miscommunication and misunderstandings. Governance issues affect everything from student recruitment, the functioning of committees, allocation of resources, program structure, faculty retention, and interpersonal relationships among MAP members and with administrators.

The review team recommends that **MAP move forward by examining its governance structure with an eye toward a clear, logical, and efficient workflow, clear understanding of the budget and oversight for graduate programs in MAP, and supportive working relationships among personnel.** In the opinion of the review committee, there should be no faculty in MAP who are non-departmentalized, as this puts them in an anomalous situation with regard to their peers. Either all faculty should become non-departmentalized—a recommendation that we did not hear support for—or all should be located within departments, either existing or new. The dean’s office should work with faculty to determine the most advantageous route for MAP out of this anomalous situation.

In addition, the faculty needs to ensure that support staff are themselves supported and not stretched beyond what is reasonable. Given the skeletal staffing and administrative support in the faculty, the review team recommends that **the Dean revise the governance structure to use the limited resources more efficiently.** Not only could a revised governance framework contribute to a MAP group that functions more effectively, efficiently, and collegially, it would enable clearer understanding of overall goals for MAP, key indicators, and delineation of accountability.

## Conclusions and Moving Forward

Although we have focused on providing recommendations for improvement, we want to reiterate that there is much that is impressive about the Interdisciplinary Graduate Programs in the MAP Faculty. It is important to note that although participants in the in-person meetings tended to focus on challenges, they usually also provided positive comments about the program.

This review should prompt an internal process for thinking through how the concept of interdisciplinarity is being used in the MAP graduate programs, and how it could be modified moving forward. We suggest that the faculty consider framing interdisciplinarity within MAP more narrowly, as was done in naming of the PhD. Renaming the Master’s degrees *MA/MFA in Media, Art, and Performance*, or *Media and Artistic Research*, would encompass interdisciplinarity within their titles, while delimiting it to fields actually covered by faculty in MAP. In addition, this change would result in **making the name of the degrees less generic and more closely related to the faculty re-brand.** The PhD too could be renamed *PhD in Media and Artistic Research*, removing the term “Interdisciplinary,” which is nevertheless implied in the shortened title. Removing the term denoting interdisciplinarity from the titles of the degrees should be considered as a way to not promise more than is being covered in the core courses, which are sensibly delimited to the fields of the faculty’s expertise. Given that most interdisciplinary MA/MFA projects do not currently require supervision from two departments,

that stipulation should be removed from the entrance requirements. According to the flexibility in graduate supervision enabled by the regulations of the Faculty of Graduate Studies and Research at the University of Regina, students in MAP may still work with co-supervisors in disciplines outside the faculty.

Governance structures and committee terms of reference should be revisited and revised where needed. Once updated, they should be followed so that there is a sense of transparency in the operation of the faculty.

We reiterate that differences among faculty in their visions of interdisciplinarity should not be seen as a negative, but rather a productive starting point for a sharpening of a distinctive vision for MAP that welcomes diversity and plurality. The concept does, however, require clarification so that all members of MAP have a shared understanding of the collective vision. MAP's Interdisciplinary Graduate programs are home to a dedicated and accomplished faculty, independent students, and successful alumni. Growth and change are normal in any academic unit and across disciplines. MAP's *Interdisciplinary Graduate Handbook* contains an expression of shared values underpinning the IDS Graduate programs—calling for an environment of respect in the face of a diverse faculty and student body, with a wide range of disciplinary and interdisciplinary approaches:

“We respect the rights, difference and dignity of all.”

“We respect and value our colleagues, their disciplines and aspirations.”

“We practice ethics and integrity as the foundations of our relationships.”

From our review, we see opportunities to apply these values to achieve fruitful collaboration that ensures the success of MAP's interdisciplinary graduate programs in the future. To do so requires an openness to engage constructively with the recommendations identified here, with mutual respect, willingness to collaborate, and the recognition and appreciation of differences.

## Appendix A: Summary of Recommendations

### Summary of Recommendations

The recommendations reflect the three main themes from this review:

#### Shared understanding of Interdisciplinarity

1. Conduct an internal program review to investigate how interdisciplinarity is defined and what curricular and structural decisions flow from it.
2. Ensure that the programs reflect a shared vision of interdisciplinarity, with a view to streamlining requirements to maximize student success and faculty productivity.
3. Rename the degrees to bring them in line with the faculty name, and narrow the scope of interdisciplinarity that is being promised.

#### Program review

4. Revise programs with a view to clarity, effectiveness, inclusion, and collegiality.
5. Check in with all students who should be completing their degrees to determine if they are on-track to finish; ensure that students work with their supervisors to develop a feasible plan for completion, or otherwise withdraw from the program.
6. Undertake an internal structural and curriculum program review of MAP considering issues such as recruitment of students (ensuring their research topics reflect interdisciplinarity) and faculty; faculty roles and responsibilities; supervision and guidance to students to maintain interdisciplinary research integrity; types of courses to offer; and relations with other departments and faculties.

#### Governance Review

7. Revise the governance structure to align with program fundamentals.
8. Examine MAP's governance structure with an eye toward a clear, logical, and efficient workflow, clear understanding of the budget and oversight for graduate programs in MAP, and supportive working relationships among personnel.
9. Revise the governance structure to use the limited resources more efficiently.

**Appendix B: Agenda of the Review Committee Site Visit**
**Schedule for Faculty of MAP, Interdisciplinary Graduate Programs  
UNIT REVIEW 2019-2020**

 External Unit Review Site Visit: **Thursday 13 February 2020**

<b>Time</b>	<b>Who/What</b>	<b>Participants</b>	<b>Where</b>
<b>7:30 -8:30</b>	<b>Opening Breakfast</b>	<b>Provost; Interim Vice-President (Research); and Review Team</b>	<b>Royal Hotel Steels Café and Grill (4025 Albert Street)</b>
8:30	Hotel Pick-up	Review Team	Royal Hotel
9:00-10:00	Associate Dean, Interdisciplinary Programs	Wes Pearce	RC 262
10:00-10:20	Interdisciplinary Graduate Representative	Christine Ramsay	RC 262
10:20-10:40	Graduate Programs Administration	Kathleen Irwin Christine Ramsay	RC 262
<b>10:40-11:00</b>	<b>Break</b>		
11:00- 12:00	Faculty Administrator; Media, Art, and Performance	Jan Bell	RC 262
<b>12:00 -1:30</b>	<b>Lunch</b>	<b>Review Team</b>	<b>Skye Bistro (2903 Powerhouse Rd) 306-352-7593</b>
1:30-1:50	Women and Gender Studies Faculty of Arts	Darlene Juschka	RC 262
1:50-2:20	Acting Dean (FGSR) and Research, and Associate Vice-President (Research)	Fanhua (Bill) Zeng	RC 262
<b>2:20-2:40</b>	<b>Break</b>		
2:40-3:30	Interdisciplinary Graduate Committee Group Meeting	Christine Ramsay Art Babayants, Randal Rogers, Charity Marsh, and Rebecca Caines (via Skype)	RC 262
3:30-4:00	Current Graduate Students	Dami Egbeyemi Sisi Li	RC 262
<b>4:00-4:20</b>	<b>Break</b>		

Review of MAP IDS Graduate Programs, University of Regina

<b>Time</b>	<b>Who/What</b>	<b>Participants</b>	<b>Where</b>
4:20 – 4:40	Current Interdisciplinary Programs Graduate Student	Ken Wilson	RC 262
4:40 – 5:00	Associate Dean, Undergraduate, Faculty of Media, Art, and Performance	Sean Whalley	RC 262
5:00 – 5:20	Interdisciplinary Programs Graduate Student Representative	Annalisa Raho	RC 262
5:20 – 6:00	Review Team Meeting	Review Team	RC 262
<b>6:15 – 8:00</b>	<b>Dinner</b>	<b>Review Team, Wes Pearce</b>	<b>Chop</b> (2605 Gordon Rd) 306-546-1885

External Unit Review Site Visit: **Friday 14 February 2020**

<b>Time</b>	<b>Who/ What</b>	<b>Participants</b>	<b>Where</b>
<b>7:30</b>	<b>Hotel Pick-up</b>	<b>External Review Team</b>	<b>Royal Hotel</b> (4025 Albert Street)
8:00 - 8:30	Review Team Meeting	Review Team	RC 262
8:30 – 9:00	Interdisciplinary Programs, Faculty of Media, Art and Performance; Sessional	Cathy McComb	RC 262
<b>9:00 – 9:30</b>	<b>Break</b>		
9:30 – 10:00	Interdisciplinary Programs Administrative Assistant	Rita Racette	RC 262
10:00-10:25	Department Head, Visual Arts	Risa Horowitz	RC 262
10:25-10:40	Humanities Research Institute	Francesco Freddolini	RC 262
10:40-10:55	Dr John Archer Library	Dale Storie, Michael Shires and Gillian van der Ven	RC 262
10:55-11:25	Individual Faculty and Staff upon request	Randal Rogers	RC 262
11:25-12:15	Dean, Faculty of Media, Art, and Performance	Rae Staseson	RC 262
<b>12:15-1:30</b>	<b>Working Luncheon</b>	<b>Review Team</b>	<b>RC 040</b>

Review of MAP IDS Graduate Programs, University of Regina

1:30 – 2:30	Post Review Meeting	Provost; Acting Dean, Graduate Studies and Research and Associate Vice-President (Research); Review Team	RC 262
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\*This agenda is subject to change. Updated  
13 February 2020, by KE