

Visual Arts

College of Arts

Dean's Summary

Submitted by:

Dr. Sylvie Murray, Dean, College of Arts

Accepted by:

Senate in February 2023

Academic Planning and Priorities Committee in January 2023

MEMORANDUM

Academic Planning and Priorities Committee

APPC Chair: James Mandigo

APPC Assistant: Melinda Saretzky

TO: Gerry Palmer, Vice Chair, Senate

FROM: James Mandigo, Chair, Academic Planning and Priorities Committee

CC: Sylvie Murray, Dean, College of Arts
Claire Carolan, Associate Director, Program Development and Quality Assurance

DATE: January 26, 2023

RE: Visual Arts Program Review

The Visual Arts Program within the College of Arts, Faculty of Humanities underwent a program review in 2021-22. The Academic Planning and Priorities Committee reviewed all of the documentation related to the program review and accepted them at its January 25, 2023 meeting and recommend to Senate for approval.

This was a great program review. It was noted that this program contained many independent areas, so the curriculum work was intended to program technical and theoretical proponents to the program. The suggested changes would provide more flexibility for students and much needed curriculum work. The department has already started program planning and restructuring.

SUGGESTED MOTION:

THAT Senate accept the Dean's Summary Report of the Visual Arts Program Review as presented.

Attachments:

- Memo to APPC
- Dean's Summary Report

Remainder of the documents located:

- UFV Drive: H:\UFVinfo\APPC
- Blackboard: COM-APPC (Senate Committee – APPC)

Dean's Summary Report, Visual Arts Program Review, School of Creative Arts

Dr. Sylvie Murray, Dean of Arts, January 11, 2022

Introduction

Program review for the Visual Arts program occurred in 2021-2022, in accordance with Policy 189, and culminated with a site visit on May 10 and 11, 2022. The External Review Report (ERR) was received in early June and the unit response was provided in late September.

The Program Review was informed by the Dean's scope letter and a self-study conducted by the School director and three Visual Arts faculty members. The External Review Committee (ERC) met with several stakeholders during the site visit, including the School director, administrative staff, technical and digital media staff, Visual Arts faculty, sessional instructors and students, the Dean and Associate Deans, the Vice-Provost, Academic, the AVP, Research, Engagement and Graduate Studies, the AVP, Institutional Research and Planning and a Research Analyst, the Senior Advisor to Indigenous Affairs, an Academic advisor, a Teaching and Learning Specialist, and the Liaison librarian responsible for the program.

The Visual Arts program is administered by the School of Creative Arts within the Faculty of Humanities, College of Arts. The program is delivered by eight permanent faculty members and eight sessional and LTA instructors.

Programs under review are the Visual Arts Major (Bachelor of Fine Arts), the Visual Arts Extended Minor and Minor, and the Visual Arts Diploma.

The School and the Dean wish to express their appreciation to the external reviewers for their time and effort. Their report commends the self-study group for their thoughtful and careful preparation of the self-study.

They recognized the value of the Visual Arts program goals, as articulated in the self-study, noting that they "represent both the greatest challenges for Visual Art but also speak to their strengths":

1. To actively practice Indigenization and decolonization as ongoing processes, undertaken in our administrative structures, pedagogical approaches, and community-engagement initiatives.
2. To increase Indigenous student enrolment and make SoCA a place that Indigenous students feel at home in.
3. To develop inter-and transdisciplinary curriculum and embed it into VA programs, thinking specifically of connections between theory and practice and links between fields of creative practice represented in SoCA.
4. To effectively meet the needs of both program and non-program students, deploying our resources strategically.
5. To ensure that program students have strong foundational experiences, the opportunity to learn technical skills and work interdisciplinarily and conceptually, and to have capstone experiences that prepare them for post-graduation opportunities.
6. To increase the number of program students (in Major, Extended Minor, and Diploma).
7. To ensure that VA students experience a strong sense of inclusion and community.

8. To prioritize the development of meaningful community partnerships and action-oriented projects that support community engagement and enrichment.

The external reviewers recognized the Visual Arts faculty and staff for their dedication, and the School's strong leadership.

They acknowledged "the potential within SoCA for greater interdisciplinary connections."

And they "recognized the work that Visual Arts faculty have done with respect to Equity, Diversity, and Inclusion and their desire to contribute further to UFV's Anti-racism Action Plan and to EDI initiatives." They recognized the diverse student body that Visual Arts faculty serve.

Their report includes a series of remarks which the School Director and program review team has reframed as action-oriented recommendations. Those that fall outside the purview of the program review process have been noted.

What follows is the detailed response provided by the unit and the School Director, and an action plan, which I endorse. I commend the unit for their strategic approach to completing the curriculum work in a timely fashion.

Unit Response and Action Plan

Summary

Overall, the unit concurs with the external reviewers' recommendations concerning the need for substantive and long overdue curriculum revision. Our action plan will focus on addressing this in a thorough and timely manner. We want to continue providing opportunities for students to develop core skills in materials, techniques and practices; however, we want to shift to a program that

- a) integrates theory and practice more effectively, incorporating visual studies, creative research methodologies, and critical theory earlier and more rigorously;
- b) scaffolds professional and academic skills more effectively, across the four years of the program, and provides students with more experiential learning and professional training across the program;
- c) provides more flexibility for students and improves the ability of students to progress through their program in an efficient way if they so desire;
- d) emphasizes thematic approaches, inter/transdisciplinarity, and experimentation;
- e) is financially sustainable, in terms of student loads, faculty workload and workload equity, sections offered annually in relation to student demand.

This will require the area to consider how to balance mastery of specific areas of studio practice, the current objective of the program, with other program learning outcomes; this may mean that students are only required to develop mastery of one discrete area of practice, and/or that the program emphasizes technical competence in multiple areas rather than mastery of multiple areas.

One significant consideration is how to support faculty in implementing a significant transition to a new curriculum. Some faculty will need to develop new course-level curriculum in order to align courses with updated program learning outcomes and new/revised official course outlines, and this may mean developing entirely new courses or significantly revising the content of existing courses. We will need to develop an implementation strategy that ensures faculty only have a maximum of 5 preps/year, as per the Collective Agreement. In addition, we will need to ensure that expectations for new curriculum development are realistic in terms of workload. A starting point for this might be an expectation that a B faculty member would not need to develop more than one new course or significantly revise more than three existing courses in a single academic year. If we do not consider an implementation plan, we risk introducing new curriculum without faculty capacity to deliver it.

Our goal is for curriculum revision to be completed efficiently, with all area work completed by the end of April 2023. In order to achieve this, we will incorporate the following into our process:

- a centralized approach, where the School Special Project Coordinator and Director will take on much of the administrative “homework” associated with revisions;
- ongoing consultation with a small group of students (student advisory group) throughout the year;
- presenting faculty with drafts of program materials to review, rather than undertake creating materials as a large group (for program learning outcomes and calendar copy, this discussion will take place at area meetings; for course outlines, this will include individual meetings with instructors as well as discussion at area meetings);
- incorporating consultation outside of the unit early in the process (i.e., with Teaching and Learning Specialist, Indigenization; Advising; Director of Equity, Diversity and Inclusion);
- and adopting a reverse engineering approach, working backward from program learning outcomes.

One issue that was not addressed in the external reviewers’ report that the area feels is important to address is the challenge of meeting the needs of both program and non-program students in introductory studio courses. We address this in the action plan.

The report also includes a number of recommendations concerning staff roles and facilities. The action plan indicates actions within the control of the unit and indicates the actions that can only be determined through discussion with the Dean’s Office, HR, or Facilities. We recognize that completing these actions requires support and/or approval from outside the unit.

Response to Recommendations

	Recommendation	Response
1	Indigenization: <ul style="list-style-type: none"> - University should provide resources to support faculty broadening their curriculum - Librarian with expertise in Indigenous studies would benefit the university 	VA will work closely with Indigenous faculty and with the Teaching and Learning Specialist, Indigenization, in revising program requirements and course outlines. Emphasis will be on ensuring that calendar descriptions and course learning outcomes indicate how learning activities,

	<ul style="list-style-type: none"> - Indigenization should not be relegated to Indigenous Arts Certificate but should be incorporated across the curriculum 	<p>content, and assessment will reflect Indigenous ways of knowing and being. While we appreciate the external reviewers' suggestions that the university and library provide resources, we want to highlight that non-Indigenous faculty need to take responsibility for their own learning and for finding ways of incorporating Indigenous content and ways of knowing and being in their courses.</p>
2	<p>Restructure all VA programs with emphasis on:</p> <ul style="list-style-type: none"> - Flexible pathways - Opportunities for inter/transdisciplinary study and experimentation - Creation of a "spine" of core classes focused on issues and competencies - Retention of requirement to develop high level of maturity/competency in one area of studio practice 	<p>We agree, and this is the main focus of our action plan below.</p>
3	<p>Ensure courses are relevant to contemporary art activity and discourse, resonate with student interests, and reflect area's commitment to Indigenization and community.</p>	<p>We agree.</p>
4	<p>A B faculty member should be appointed to oversee curriculum review, with course release for this service.</p>	<p>A VA faculty member who is an Assistant Professor, has received two course releases in 2022-23 as Special Project Coordinator for the School and will be overseeing the curriculum review as part of this role. No further action required.</p>
5	<p>Students and sessionals should be consulted as curriculum is revised.</p>	<p>We agree. This is incorporated into our action plan.</p>
6	<p>Evaluate whether extended minor is needed.</p>	<p>The extended minor provides an important option for students in the BA and BFA. Students in the BA are not able to complete a Major in VA, so the Extended Minor provides an opportunity for more intensive study of Visual Arts practice. The BFA requires students to take a Major or two Extended Minors, to ensure that students receive enough breadth and depth in their area(s) of creative practice/critical studies, so retaining the Extended Minor is also important for the integrity of the BFA degree. We do not plan to discontinue the Extended Minor; No action on this recommendation.</p>

7	Employ sessionals or rotate instructors to ensure students taking courses in a particular medium are taught by a variety of instructors.	We agree in principle. Once program revisions are completed, we will assess how feasible this is. No action at this time.
8	Consider eliminating lab science requirement or broadening to include social sciences options in BFA.	This will be discussed at the School Curriculum Committee, as BFA requirements are overseen by this committee, not by the area.
9	Improve transparency around material costs for students in particular courses.	We will work with the registrar's office to determine whether it's possible to share cost information with students at the point of registration. We can also share this information with students through our website, although it is less certain that students will check this before registering in courses.
10	Offer a special topics course in performance, possibly in collaboration with Theatre.	We will consider this recommendation as part of broader curriculum revisions.
11	Seat reserves for Major and BFA students should be increased to facilitate degree progression and for more flexibility within the degree.	We assess seat reserves each semester and respond to student demand as well as institutional guidelines around the use of seat reserves. We do not think that seat reserves are the cause of registration bottlenecks so much as our inability to offer multiple sections of some 300-level studio courses (e.g., VA 383). No new action at this time.
12	Create an apprenticeship course to allow students to work in galleries or other art institutions or complete internships with professional artists.	We are intrigued by the idea of having students complete internships with practicing artists and will explore this. Faculty might also apply for student research assistantships, particularly if they are also applying for ROSA funding. We currently use the ARTS practicums to allow students to work in GLAM sector institutions and will continue to work with organizations to increase the number of such opportunities. We are exploring creating a practicum shell that is creative arts focused.
13	Improve publicity for practicum opportunities.	This is already underway: we are sharing opportunities on our School website, with Advising, and on social media. No new action, we will continue work already started in Winter 2022.
14	More information should be made available in the Department's promotional material, and to students enrolled in the BFA and Major programs,	As the program revisions crystalize, we will update web and print materials to ensure information is available to students: this

	with respect to the career paths and opportunities available to graduates.	will include information about career paths and sample completion plans. In Spring 2022, we began hosting information sessions for students on zoom and plan to do two program information sessions/year as we move forward.
15	Include testimonials from alumni in promotional materials and on the website. Host workshops where alumni speak about post-graduation life. Track alumni accomplishments more carefully.	We agree and are increasing the number of alumni testimonials for all programs on the SoCA website. Grads already return to UFV to speak to students and give guest artist talks in classes. As we transition into the “post-COVID” world, we will consider having regular career panels for SoCA students.
16	Have field trips to Seattle or Vancouver to visit galleries or museums.	Departmental field trips to Vancouver and Whistler were organized annually pre-COVID and can resume if faculty members wish to take on such tasks.
17	Grow the visiting artist program and encourage students to attend by requiring written reports as part of courses.	Assignments associated with guest artist visits can be incorporated into courses by instructors teaching them, at their discretion.
18	Funds should be sought for the establishment of an Artist in Residence program.	We agree and have already had early discussions with the Dean of Arts and Advancement about this. We will continue to pursue this, but it is not a high priority for action at the unit level.
19	Graduating students should organize their final exhibition, including publicity, catalogue, reception, etc. Exhibition could be part of Professional Practices course. Students should know that they are working toward the Graduating exhibition from the time they enter the program.	Program revisions will address the role of the graduating exhibition and exhibition skills more generally.
20	Clarify purpose of final two years of BFA program and role of grad exhibition, professional practices, capstone courses, and advanced studio practice.	We agree.
21	Introduce art theory and discourse earlier in the program, through dedicated classes and within studio courses.	We agree.
22	Introduce professional practices earlier in programs.	We agree.
23	Consider creating a post-BA certificate in Studio.	This is not a priority at this time.
24	Identify more precisely what the unit means by “community.”	This is an interesting topic for discussion; however, we do not anticipate that the unit will develop a single definition that all faculty agree with, given the diversity of opinions and experiences in the unit.

25	Reduce teaching load of B faculty to 6, or preferably 5, courses/year. Professors should not teach overloads. Add financial incentives to encourage faculty to apply for full professor rank.	The unit agrees with the recommendation to reduce teaching load and add financial incentives to full professor rank; however, these are outside our ability to implement. Faculty overloads are addressed in the CA.
26	Student evaluations should be given every semester for every course taught by all faculty.	Student evaluations are part of faculty evaluation practices, which are addressed in the CA.
27	<p>The area should further the professionalization of sessionals and LTA's so they are competitive for permanent positions.</p> <p>Area meetings should be attended by a sessional representative elected by other sessionals and this person should be a voting member.</p> <p>Sessionals should receive "seniority points" for participating in School committees.</p>	<p>We agree that UFV should support the professionalization of sessionals and LTAs and find ways to incentivize participation in School committees. The area does not have the ability to take this recommendation on beyond including sessionals and LTAs in professional development opportunities at the School level (which is already done) and encouraging non-permanent faculty to take advantage of PD funding.</p> <p>Sessionals are invited to all School council meetings and, apart from a very small number of items where there are potential conflicts of interest (e.g., B hiring priorities, major curriculum directions), they are able to vote in all School matters.</p>
28	Increase the Visual Resource Communication Specialist to 100% to allow them to take on gallery coordination and support the student-run gallery.	The VRCS does not wish for their position to be increased to 100% at this time. We will discuss staffing needs with the Dean's office.
29	Increase the Print Media Technician position to 100% or hire an additional technician with a different skill set in print.	If enrolment in Print courses were to increase, to require more sections to meet student demand, we would work with the Dean's office to arrange this increase.
30	Create separate unions for full time and sessional instructors and for staff.	This is well outside the scope of the program review.
31	Review the School administrative structure to allow more decisions to be made within SOCA and reduce inefficiencies in the reporting structure. Re-evaluate School Assistant position and create the Academic and Administrative Coordinator role, and have the Visual Resource and Communication Specialist and the events and Committees Assistant report to them. Have studio technicians report to Production Coordinator. Have Production Coordinator and Administrative and Academic Coordinator report to the School Director.	We agree that decision making could be decentralized, with the School having more autonomy. Revising the School Assistant position to include reference to supervisory responsibilities would be an item to discuss with the Dean's Office and possibly HR. Studio technicians in Visual Arts should not report to the Theatre Production Coordinator. The Production Coordinator (now Production Manager), Senior Studio Technician, IT & Media

		Coordinator, and School Assistant should report to the School Director, reducing the number of direct reports significantly.
32	Administrative staff need to have opportunities for advancement available, including the roles previously approved but not implemented.	The broader implication of this (implementing new roles) is an item for discussion with the Dean's Office and HR.
33	Studios (except photo and print) are not appropriate in size, natural light, and equipment. The painting studio is not well ventilated, well lit, the existing noise pollution needs to be urgently addressed.	Facility requests regarding noise in the painting studio have been made and were addressed in F22. Significant renovations to studios are not a priority at this time, given more urgent space needs for other areas of the School.
34	Studios for third and fourth year students need to be larger, preferably with natural light and no noise pollution.	We agree with this recommendation, and add that improving student studio spaces would have an impact of student satisfaction for program students. We will consider whether there are any spaces on campus that could be requested for such a purpose, but are not optimistic given the lack of space overall in Abbotsford. The area might also look into how to optimize use of its current spaces.
35	The soft lab should be better equipped.	The soft lab opened in January 2022 and has not been fully utilized yet. Faculty and staff are encouraged to request any materials/equipment needed for this space.
36	A sound studio, video editing space and green space are needed for media/audio-based student projects.	The School has video editing spaces and has increased these with the opening of the PC lab in Winter 2023. It also has two spaces with green screens (lighting studio and digital media lab). We have a sound booth in storage and need to determine where there is space to install it.
37	Address safety and weather concerns due to welding and ceramic kilns outside	We hoped to address this when the sculpture studio renovation was undertaken and then delayed it because of plans to renovate C building to add the Multimedia Performance Lab, which was shelved in mid-2020. We will discuss options for a renovation/facilities request to address this.
38	Maintenance requests need to be responded to in a timely manner.	We agree.
39	The department gallery should become student-run, with an appropriate operating budget and professional support made available..	VA Faculty will be working with the VRCS and the Associate Dean of Students to make this transition in 2022-23. We also

		hope to involve students in the permanent collection more.
40	A policy with regard to the collection of the Gallery needs to be created and implemented.	UFV's policy on Arts Acquisition and Exhibition has been revised and SoCA has provided substantive feedback on it. Following Board approval of that policy, SoCA will develop coordinating policies and procedures as needed.
41	The lighting in the Gallery should be improved. Ideally a more inviting and amenable space would be found to house the Gallery.	We can explore modest renovations to improve lighting in the Gallery. Moving the Gallery to a new space is not a priority.
42	The Gallery requires security so that works in exhibitions are not damaged or stolen. As a student-run gallery, students could provide this security.	UFV Campus Security oversees the Gallery's security. No action.
43	Establish closer collaborations with Indigenous artists and have them either teach courses or guest lecture on a more consistent basis. Pay special attention to hiring Indigenous instructors in permanent positions in SoCA.	We agree with this recommendation, and recognize the work involved in having post-secondary instructors, particularly non-Indigenous instructors, establish responsible relationships with Indigenous artists. We have requested a B faculty position for an Indigenous studio artist (start date August 2023 or 2024).
44	Find ways for international students to bring their cultural experiences and use them in assessment design, classroom discussions, and exhibitions/presentations. Recognizing the potential of visual language as a universal language to bring different cultures together can be a significant contribution to programs, EDI, and internationalization plans.	We feel this recommendation lacks nuance in its identification of "universal" visual language. The School Director has been working with UFV International to plan professional development around intercultural competencies, academic integrity from an intercultural perspective, and strategies to improve international students' academic experience.
45	Articulate more effectively how visual information literacy is a component of the ILO related to information competency. Consider why "using knowledge and skills proficiently" aligns with only one particular program learning outcome across VA programs. Address collaborative leadership skills more proactively in program learning outcomes.	Curriculum review process will include revision to program learning outcomes, and we will consider this recommendation generally during that part of the process. The recommendation involving visual literacy will be undertaken collaboratively with AH.
46	Pare down the number of degree options to better serve the student population. Streamline and assess the appropriateness of course prerequisites and assess whether streams are relevant.	We will be considering the viability of streams and prerequisite structures as part of the curriculum review process. We see discrete needs for each of the program's current options (diploma, minor, ex. minor, major) and see options as

		comparable to other creative arts programs at UFV (GDD, theatre).
47	Provide more access to professional mentoring for students through Internships, WIL, and community partnerships.	We agree.
48	UFV needs to provide sufficient funding to support the relaunch of the Indigenous Arts Certificate, to support faculty release and remuneration for artists teaching/mentoring in the program.	We agree.
50	Use the visiting artist program to increase representation of Indigenous artists and scholars.	We have a reasonable budget to support visiting artists and are in favour of prioritizing Indigenous artists.
51	Revise curriculum to emphasize core, foundational technical courses and conceptually/issue focused learning. Increase student access to interdisciplinary courses.	We agree and this will be a focus of curriculum revisions.
52	Curriculum revisions need to increase flexibility around course scheduling and provide better access to multiple program pathways. Curriculum revisions should emphasize the deepening and maturing of a students' art practice over several years.	We agree and will address this through curriculum revisions.
53	Increase the university's salary scale for faculty.	We agree, but this is outside the scope of the program review.
54	Streamline degree paths, moving from studio stream structure to one that supports inter-or transdisciplinary curriculum and thematically focused courses.	We agree with the need to assess and plan for how students will move effectively through the revised programs.
56	UFV should review the requirements for assessing quality of teaching.	We agree with the need to ensure student voices are heard and acted upon, but we do not agree that formal faculty evaluations are the only—or even a good—tool for this.
57	The administration should review the current reporting structure between the College of Arts and SoCA and consider one that is less centralized.	We agree, understand that this relates to staff supervision, and will discuss with the Dean's office.

Action Plans

Curriculum

Action	Recommendation	Timeline
Assemble student advisory group to meet on a regular basis through 2022-23: identify student perspectives on learning outcomes, program requirements (i.e., spine), curricular content and approaches, completion challenges, professional practices	3, 5, 20, 51	September 2022-April 2023
Revise program learning outcomes for all programs (Major, Extended Minor, Minor, Diploma)	2, 20, 45, 46, 51	Major outcomes revised Fall 2022; Extended Minor, Minor, Diploma will be revised in Winter 2023
Develop "spine" for VA programs, with two years required for Diploma and four years required for degrees. Work with AH faculty to coordinate integration of visual studies/critical theory/research practices at all stages of program. Determine whether existing courses can be revised to serve spine or whether new courses need to be created. Address long-standing confusion/ambiguity and possibly redundancy in the "sculpture and extended media" and "image, sound, performance" streams, particularly in the light of the recent FILM stream and course offerings in MEDA. Assess non-spine courses and determine whether to revise, discontinue, or continue. Better integrate foundations courses into degree programs, including as prerequisites for 200-level courses when appropriate.	2, 10, 12, 19, 20, 21, 22, 46, 47, 51, 52, 54	Draft completed in Fall 2022, consultation and feedback from faculty and staff to take place in Winter 2023
Revise calendar copy for all programs	2, 19, 21, 22, 47, 51, 52, 54	Winter 2023
Create schedule/enrolment plan to implement new program structures	46, 52, 54	Winter 2023
Revise course outlines/create new course outlines to support new program structures. Special attention to prerequisite requirements.	1, 3, 12, 19, 21, 22, 47, 51, 54	Approved by School Curriculum Committee by June 2023
Create introductory course (VA 100) to better specifically serve non-program students and program students	NA	Approved by School Curriculum Committee June 2023
Create promotional materials and student program plans for new programs	14	Fall 2023
Discuss eliminating lab science requirement or broadening to include social sciences options in BFA.	8	Fall 2022, revisions to BFA requirements to be drafted in Winter 2023

Resources: People, Spaces, Infrastructure

Action	Recommendation	Timeline
Discuss School Assistant, VRCS, and ECA positions with Dean's office.	28, 31, 32	Winter 2023
Ensure that renovations to the painting and drawing studio to reduce noise are completed	33	Completed in Fall 2022
Assess whether ventilation and lighting can be improved in studio spaces	33	Spring 2023
Assess whether there are any spaces on the Abbotsford campus to allow more studio space for upper-level students	34	Spring 2023
Assess whether any equipment is missing in studio spaces or labs and develop plan to procure needed equipment. Assess whether any currently owned equipment is unused or unnecessary and declutter studios if possible.	33, 35	ongoing
Determine a location for the new sound booth to be installed	36	Winter 2023
Assess how safety concerns regarding welding and kilns outdoors can be addressed	37	Winter 2023
Assess whether lighting in the gallery needs to be improved	41	Winter 2023
Discuss B faculty position in Indigenous studio art with Dean's Office	43	Discussed in Fall 2022; no new hire for 2023, will revisit in Fall 2023.

Other

Action	Recommendation	Timeline
Meet with Registrar to discuss options for sharing materials costs with students before they register for courses	9	Winter 2023, goal to have cost information in F23 timetable if possible.
Continue adding alumni testimonials to SoCA website and profiling alumni on social media	15	Ongoing
Develop system for tracking alumni and staying in contact with them	15	System in place by April 2023
Continue exploring how to implement an artist in residence program	18	Ongoing
Discuss how School understands its relationship to community and the communities we serve	24	Winter 2023

Transition Gallery to a student run Gallery, including revising staff job descriptions	28, 39	Already underway, transition complete by end of Spring 2023
Conduct value audit to assess events and activities organized by the School and area (e.g., workshops, field trips, guest speakers, contests). Reduce number of "School" activities (requiring staff or operating budget) and revisit list annually.	15, 16, 17	Completed September 2022, will revisit activities/events in June 2023.
Plan professional development activities to enable staff and faculty to better understand international student experiences and needs	44	Completed in Fall 2022
Encourage faculty to invite Indigenous guest artists to give talks on campus	50	Ongoing
Discuss reporting structure between COA and SoCA, to assess how to decentralize/streamline decision making and communications	57	Winter 2023