On Dec 9, 2022, at 8:55 AM, MAP Dean <MAP.Dean@uregina.ca> wrote:

Hi Yvonne,

Here is the 18-month follow up report for MAP Interdisciplinary Programs (IDP). Note that you will also receive a follow up from Charity Marsh for the Creative Technologies (CTCH) area, which had been grouped together with IDP at the time of the external review. CTCH and IDP are now operating independently. This is explained in the reports but I wanted you to know for the sake of the CCAM committee that there are 3 files attached here for IDP and there will be more from Charity which should be grouped together with the IDP external review.

Thanks!

Dave

<CCAM Response template - IDP - 18 month.docx>
<IDP response to CCAM - 18 month followup FH comments.docx>
<University of Regina Public Report MAP.pdf>

Dr. David Dick
Interim Dean,
Faculty of Media, Art, and Performance,
University of Regina.
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He/Him/His
The University of Regina, situated on the territories of the nêhiyawak, Anihšināpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation, is on Treaty 4 lands with a presence in Treaty 6.

December 8, 2022

Council Committee on Academic Mission
University of Regina

Re: Interdisciplinary Studies Undergraduate Programs in MAP Response to CCAM – 18 Month Follow Up

Dear Committee Members,

Many changes have occurred in MAP and its Interdisciplinary Programs (IDP) since the external unit review of June 2021. Issues raised in the final report of the external review led the Provost, Dr. Gregory, to contract Folk Consulting to conduct a workplace assessment related to the concerns raised in the external review. This consult occurred in October and November of 2021 and a report was provided to the Provost in December of 2021. A copy of the public version of this report is attached as much of our recent work towards change in MAP and our Interdisciplinary Programs has been influenced by this public report.

Both reports – i.e. the external review and the Folk report – identified significant challenges relating to governance. One of the changes we made to address this challenge was to decouple Creative Technologies (CTCH) from IDP so as to provide the CTCH area with more autonomy and more direct communication with the Dean's Office. As was reported to CCAM in the Initial Response, MAP had appointed an IDP Coordinator to oversee the IDP and Creative Technologies (CTCH) areas for Fall 2021. Following the release of the Folk report, and in consultation with the IDP Coordinator, the IDP committee, the CTCH committee, and CTCH faculty members, we appointed a CTCH Program Chair in Fall 2022. Because of this, you will receive two 18-month follow-up responses to the external unit review, one relating to IDP and one to CTCH.

This report pertains to the IDP area, and a separate report will speak about CTCH. We are committed to making changes related to concerns raised in both reports. Each of the recommendations from the External Review report appear below, along with comments from the IDP area outlining progress made or plans to address the report's findings.

Recommendation A: *Workplace Culture: Improve workplace culture and address communication issues in the MAP Faculty*

Comments: Consultation with the Faculty by the Folk Consulting team initiated our discussions on how to improve our workplace culture. We had our first Faculty-wide workshop focused on workplace culture in Spring, 2022. Faculty and staff were given a copy of the Folk report ahead of time and partners from HR helped the MAP Dean to facilitate discussions around working respectfully with each other, re-establishing a positive working relationship between the units and the Dean's Office, and reinvigorating collaborations across our departments.

Recommendation B: *Vision: Actively involve all stakeholders in developing a new vision for the IDP undergraduate interdisciplinary programs.*

Comments: Our IDP Coordinator chairs the IDP Committee, which has representation from all units in MAP, and reports directly to the Dean. Ideas were presented towards a new vision for the IDP area at the workplace culture workshop and the IDP Committee continues to work through this feedback towards formalizing a vision for IDP that is independent from CTCH.

Recommendation C: *Governance: Address Structural Issues that have disenfranchised stakeholders*

Comments: The decoupling of IDP and CTCH has provided autonomy for both areas and allows both to focus on their own issues and plans moving forward. Much of the IDP Coordinator's time had been taken up by the operation of CTCH courses and can now be devoted to finding new opportunities for interdisciplinary projects that intersect multiple areas within MAP.

Recommendation D: *Support: Undertake critical work in restructuring technical resources and support staff, removing redundancies and creating efficiencies by removing duplication, so as to better support all units.*

Comments: MAP is in transition to centralizing technical equipment, technical support, and administrative support. We have begun a centralized inventory of our equipment and are able to redeploy or share assets between units to help support areas in need. We have one IT technician that works with all our units for computer needs so that we can streamline and look for efficiencies with computer equipment and software. We are asking IDP (and CTCH) Faculty to send administrative support requests to the Dean's Office, where it is reviewed and sent to appropriate administrative staff members within the Faculty to complete.

Recommendation E: *Curriculum: Tighten and focus the Interdisciplinary Courses*

Comments: The IDP Program Coordinator and IDP Committee has begun work towards this, looking for overlap or redundant courses and identifying core courses, IDP minors, and future micro credentials. It is expected that this informal work towards curriculum mapping will be made easier when the University adopts a program or tools especially suited to this task.

Recommendation F: *Interdisciplinarity: Develop a framework for interdisciplinarity at the unit level, the Faculty level, and the University level.*

Comments: More work needs to be done in this area. IDP is working with the Dean's Office to come up with an effective system to allow Faculty members to more easily be released from a Departmentalized course in order to teach an IDP course. When this is completed, it is hoped that more Faculty members will come forward with IDP course ideas and opportunities for cross-listed courses within the various areas of MAP.

CCAM Response Template

Response and Implementation

On receipt of the report the members of the unit will meet in committee for discussion. The Dean and the unit head will then meet with CCAM to review the report. Based on the report, comments received from CCAM and any University planning and priority documents, the unit will then prepare a response. The response will address the issues raised and clearly outline priorities and future directions and initiatives for the unit over the next three to five years. As such it should be prepared in close partnership with the Dean. The response will be transmitted to CCAM which may comment on it. The response and any comments from CCAM will inform the faculty's long-term planning. The Provost or AVP (Academic) will provide a formal written response to the report from the unit.

Follow-up

Five years after the review (and mid-way before the next review) CCAM will initiate a follow-up with the unit. The unit will be invited to prepare and submit a brief report in which members of the unit comment on the consequences of the review and initiatives undertaken in response to it and respond to any comments from CCAM. In particular they will be asked to describe initiatives and plans for the coming three to five years until the next review takes place. The follow-up will be reported to Executive of Council and the report and any comments from CCAM will be made available on request.

	Initial Follow-up	18 Months	Year 5	**Goal**
U of R Strategic Plan 1				
Goal A				
Goal B				
Goal C				
Goal D				
U of R Strategic Plan 2				
Goal A				
Goal B				
Goal C				
Goal D				
Goal E				
External Review Report				
Recommendation A Workplace Culture		Faculty-wide workshop focused on workplace culture. Change in leadership and communication from DO.		
Recommendation B Vision		IDP freed up to focus on vision for IDP		
Recommendation C Governance		IDP Coordinator reports directly to Dean and is independent from CTCH		
Recommendation D Support		Centralizing tech, tech support, and admin support		

Recommendation E Curriculum		Clean up underway to avoid redundancies – curriculum mapping		
Recommendation F Interdisciplinarity		Working on way for department Faculty members released from Department course to teach IDP course		
Recommendation G				
Recommendation H				

	Year 6	Year 7	Year 8	Year 9	Year 10	**Goal**
U of R Strategic Plan 1						
Goal A						
Goal B						
Goal C						
Goal D						
U of R Strategic Plan 2						
Goal A						
Goal B						
Goal C						
Goal D						
Goal E						
External Review Report						
Recommendation A						
Recommendation B						
Recommendation C						
Recommendation D						
Recommendation E						
Recommendation F						
Recommendation G						
Recommendation H						

December 1, 2022

Council Committee on Academic Mission
University of Regina

Re: Creative Technologies (CTCH) Program Review - 18 Month Follow Up Report

Dear CCAM,

The external review of the undergraduate Interdisciplinary programs in the Faculty of MAP sheds light on a number of issues that needed to be addressed more broadly within the Faculty, as well as in the specific programs. The review was an important process in that it offered stakeholders a much needed outlet to voice concerns, as well as to seek and offer possible solutions on some of the issues outlined by the reviewers.

Since January 2022, with the support of our newly appointed Interim Dean Dr. David Dick, the undergraduate Interdisciplinary programs and the Faculty as a whole have made substantial progress in addressing a number of the concerns outlined in the review. I am happy to report that we are moving forward with a renewed sense of hope and energy.

Since the Last Response:

Over the past 8 months we have made a dramatic shift in how we are responding to the external review. Much of the confusion that was felt and reported on by the reviewers was in part because the Creative Technologies program was positioned as similar to the other undergraduate interdisciplinary programs in MAP, which is not the reality. Creative Technologies is an undergraduate program that functions in a similar way to the programs in the other four departments in MAP, and thus, it has been determined the best course of action moving forward is to separate out the Creative Technologies program from the other undergraduate Interdisciplinary programs that were part of the external review. This will facilitate greater transparency and accuracy as we respond to and implement the recommendations made by the external reviewers for the different areas that fall under Interdisciplinary undergraduate programs.

The Creative Technologies program has felt the effects of rapid growth, while at the same time attempting to manage a serious lack of support and resources as identified by reviewers in the report. However, in collaboration with Interim Dean Dick Creative Technologies is developing strategies to access supports, including administrative and technical supports. In Creative Technologies we still need to address the need for more faculty as we continue to run the program drawing on a large number of sessional appointments.

Below I have outlined each of the recommendations and how we are addressing each one in Creative Technologies.

Recommendation 1.
Improve Workplace Culture and address communication in the Faculty
Comments: Improvements in workplace culture are being addressed at multiple levels within the Faculty. In Fall 2021 the provost hired Folk Consulting to initiate discussions on how to improve our workplace culture in MAP.Our first Faculty-wide workshop focusing on workplace culture was held in Spring 2022. Since then the Dean's office has been working on a process for feedback that allows for anonymity so as to address fears and anxieties around possible retaliation for critical input.

The most significant change in workplace culture can I believe, be attributed to the appointment of a new Interim Dean, Dr. David Dick (January 2022), whose leadership style focuses on fostering collegiality, building trust through listening, and making himself accessible to faculty, staff, and students. Dean Dick is a strong communicator who believes in transparency, especially with regard to budgets and resources. He works collaboratively in order to find and offer possible solutions, and he provides meaningful support in an equitable way across the areas in MAP. The Dean also delegates tasks that are better navigated or supported by others. These are all actions that have been highly successful in improving workplace culture within MAP over a short period of time.

Concerns around the lack of communication as expressed in the report have also been specifically addressed for Creative Technologies through the following strategies:

- the creation of the Creative Technologies Program Coordinator, a position that is dedicated to the leadership of and advocacy for the CTCH program and area;
- the creation of a dedicated seat for the CTCH PC at the Dean's Executive;
- the scheduling of monthly meetings for the Dean and the CTCH PC, offering direct lines of communication between CTCH and the Dean;
- listening to the expertise of CTCH faculty as we navigate changes to the program;
- the transparency of budgetary matters concerning CTCH and needing resources;
- the centralizing of administrative support for the CTCH program.

Recommendation 2
Actively involve all stakeholders in developing a new vision for the IDP undergrad Interdisciplinary programs
Comments: The CTCH program is the most interdisciplinary of all programs in the Faculty of MAP. The CTCH program is a partnership between MAP, the Faculty of Engineering, and the Department of Computer Science. The program was developed to work across and between disciplinary boundaries and we have successfully moved beyond the idea that interdisciplinarity is merely a bringing together of two or more disciplines.

Over the past 6 months, the CTCH committee, which includes representatives from our partners, has discussed and put into action multiple changes to the program, especially to the core, which highlight the interdisciplinarity of CTCH and how it can serve the students as they work through their programs and in their search for employment upon completion of their studies.

Recommendation 3
Governance: Address Structural Issues that have Disenfranchised Stakeholders
Comments: In Spring 2022 after discussions with all stakeholders, Dean Dick created a new CTCH Coordinator position as a way to address some of the structural and governance issues remarked upon in the review. I was appointed to this position, and since my appointment the terms of reference and governance structure for CTCH have been changed. The CTCH PC now reports directly to the Dean on behalf of the CTCH Committee. This is also an action that speaks to recommendation 1, as CTCH now feels that they have a voice at the Dean's table and are included in decision making that impacts the area and the wider Faculty.

Recommendation 4
Support: Undertake Critical Work in Restructuring Technical Resources and Support Staff; removing redundancies and creating efficiencies by removing duplication, so as to better support all units

Comments: The Dean and Faculty Administrator are working to centralize technical resources for the entire Faculty. This is key for CTCH as we move forward, as the program, which is heavily reliant on specialized equipment, gear, and space, continues to grow at a quick rate. I have also started to work more closely with our partners in Engineering and Computer Science so we can engage in sharing and reciprocity around resources, rather than duplicating resources.

Recommendation 5
Curriculum: Tighten and focus the interdisciplinary courses
Comments: In the past 6 months, the CTCH Committee has worked to revise the CTCH program, as well as update course titles and descriptions, in order to streamline and focus the program. We have considered and changed aspects of the core of the program; we have also added core courses from our partners, and made more transparent the ways to navigate the program. These changes are in process with the aim of being in place for Fall 2023.
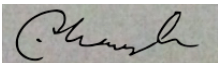
Recommendation 6
Interdisciplinarity: Develop a framework of Interdisciplinarity at the Unit level, the Faculty level, and the University level
Comments: As mentioned above, Creative Technologies already has an established framework of interdisciplinarity that works well within the program, and takes into account our students' different disciplinary backgrounds as we focus on the richness of conversations between MAP, Computer Science, and Engineering students that occur in Creative Technologies classes. I think it is key for CTCH to help lead some of these larger discussions within the Faculty, not to determine a singular definition or understanding of interdisciplinarity, but to demonstrate how the CTCH model of interdisciplinarity works in serving students and the area. CTCH is one model of interdisciplinarity that may assist in the creation of a larger Faculty-wide framework.

As I mentioned above, my colleagues and I are feeling hopeful and supported in Creative Technologies as we continue to work through the recommendations and move forward with program changes. I look forward to meeting with CCAM next week to further discuss the progress we have made and future we work we have to still do in Creative Technologies.

Sincerely,

Charity Marsh, Ph.D.
Director, Humanities Research Institute + Director, Interactive Media and Performance Labs
Program Coordinator, Creative Technologies
Professor, Creative Technologies and Interdisciplinary Programs
Faculty of MAP, University of Regina
Regina, SK Canada

CCAM Response Template

	Unit Response to AUR recommendations	18 Month follow-up	Year 5 and final follow-up	Goals & Initiatives for the next three to five years until the next AUR
External Review Report				
Recommendation 1. Improve Workplace Culture and address communication in the Faculty		- Appointment of interim Dean; Change in communication style from DO; Dedicated seat for CTCH at the Dean's table; Regularly scheduled communication between CTCH PC and Dean		
Recommendation 2 Actively involve all stakeholders in developing a new vision for undergrad IDP programs		CTCH working with partners to revise program and highlight successful aspects of interdisciplinarity in CTCH program		
Recommendation 3 Governance: Address Structural Issues that have Disenfranchised Stakeholders		- Creation of CTCH PC; Terms of reference for CTCH committee updated; CTCH PC reports directly to Dean		

Recommendation 4 Support: Undertake Critical Work in Restructuring Technical Resources and Support Staff; removing redundancies and creating efficiencies by removing duplication, so as to better support all units		Centralizing tech, tech support, and admin support; Working with CTCH partners to avoid duplication of tech infrastructure	
Recommendation 5 Curriculum: Tighten and focus the interdisciplinary courses		-CTCH committee reviewing and revising program; strengthening the core courses; embedding partner courses; updating course descriptions and titles	
Recommendation 6 Interdisciplinarity: Develop a framework of Interdisciplinarity at the Unit level, the Faculty level, and the University level		CTCH has a strong grasp on interdisciplinarity and how it works within CTCH; CTCH will offer to provide successful model and to engage in ongoing discussions around how to create a framework for the Faculty	

Faculty of Media, Art, and Performance (MAP)

University of Regina

Workplace Assessment Findings

The Folk Consulting team was engaged to conduct a workplace assessment as a result of the Interdisciplinary Academic Review, according to the University of Regina's request for proposal, to determine and understand how the Faculty of Media, Art, and Performance (MAP) perceive their work environment, discover workplace related issues, and understand relationships and how they function in the environment. To achieve this goal, the Folk Consulting team employed a confidential discussion guide, distributed to all faculty and staff, conducted small group discussions via web-based conferencing, and conducted individual interviews. The faculty and staff raised interesting ideas, concepts and issues regarding their understanding of the Interdisciplinary Program, their thoughts on governance, structure and resources, as well as their thoughts on the culture of their work environment at the present time. Below is a summary of the project, and the findings.

Five categories were discussed and chosen at the front end of project planning, to focus information gathering. These were based on the areas of improvement identified in the Academic Unit Review results. The categories are:

Interdisciplinary: develop a framework for interdisciplinarity at the unit, faculty and university levels;
Vision: develop a new vision for the interdisciplinary undergraduate program;
Governance: address structural issues that have affected the IDP and MAP;
Support: restructure technical resources and support staff to enhance support and success for all departments; and,
Workplace Culture: create and establish respectful interactions and communication within MAP.

Of the 54 employees in MAP, 21 people submitted responses to the discussion guide, 39 people participated in a total of 10 discussion groups, and 3 people participated in individual interviews.

The assessment team collected the following information, to share with the Provost, regarding the Faculty of Media, Art and Performance. It is important to note that the following themes were expressed by more than one individual in more than one discussion group. The assessment team did not include individually raised or singular items.

1. **Interdisciplinary: develop a framework for interdisciplinarity at the unit, faculty and university levels.**

   1.1. The assessment team sought feedback from all the participants on what the perceived challenges are to achieving an interdisciplinary approach, and opportunities for successful development of a framework. The major themes arising from their perception were:

   1.1.1. The participants expressed they lack understanding, generally, of the structure and concept of the Interdisciplinary Program; specifically there is no definition of it that is shared and known. Additionally, and of concern to those interviewed, the lack of governance for Interdisciplinary

program(s) and lack of dedicated resources adds to the confusion of how it is expected to function in concert with other departments. Without a Department Head or Chairperson, there is no logical position/person to bring needs, challenges or concerns to for action;

1.1.2. The absence of clear understanding surrounding the IDP and C-tech is frustrating to faculty and staff;

1.1.3. The participants feel there is a lack of collaboration and cooperation amongst the faculty in MAP, and also between the faculty and the Dean's office when it comes to IDP and C-Tech;

1.1.4. The participants expressed they believe a lack of knowledge, skills, and abilities among the leadership team in the areas of strategic planning and organizing is the root cause of the IDP program continuing to be undefined and unstructured. Suggestions provided by the faculty on workable solutions are not considered;

1.1.5. There is a reluctance among Faculty members to accept direction and suggestions on workable solutions from the Dean's office and executive; and,

1.1.6. In terms of opportunities, suggestions for development included utilizing existing expertise within the faculty to collaborate on structure. Departmentalizing IDP/C-tech and faculty was suggested by many people. Observing and drawing on subject matter experts from institutions that have successfully created and managed an IDP structure, and incorporating best practices based on experience was also suggested. Lastly, sharing the rationale and final definition and structure would facilitate understanding amongst Faculty and Staff.

2. Vision: develop a new vision for the IDP undergraduate programs.

2.1. The assessment team sought feedback from all the participants on how to develop a new vision for the IDP undergraduate programs in a manner that is fair, transparent, and collegial, and how MAP can move to a place that ensures full participation among all members and staff. Participants were also asked to identify opportunities for meaningful, developmental, and functional collaboration. The major themes arising from their perception were:

2.1.1. The faculty do not perceive themselves as being involved in creating a vision for undergraduate IDP, nor do they perceive themselves as being apprised of decision-making processes in a transparent way. They feel many decisions are made in silence with no explanation or reasoning provided, and no information flows out of the Dean's office to provide details they feel are necessary for them to understand a vision for IDP;

2.1.2. The faculty both lament endless committee work and at the same time believe there is not enough cooperative collaboration focused on collective improvement of IDP generally;

2.1.3. The participants feel full participation in IDP discussions is hampered by stubborn, and at times disrespectful people that actively create barriers to meaningful development and collegial conversation. Personal wants interfere with collective success of IDP;

2.1.4. Suggested opportunities for developing a new vision for the IDP undergraduate programs included sharing of communication from the Dean's office as well as free communication and information flow between departments. Engaging existing resources to provide input and suggestions based on experience and current needs was suggested, as was equal allocation of resources to all departments; and,

2.1.5. Suggested opportunities for creating meaningful, developmental and functional collaboration included bringing back retreats when possible and bringing faculty and staff together informally to encourage natural communication and collaboration among MAP Departments. Sharing in the successes of students by planning performances that include multiple disciplines was suggested.

3. **Governance: address structural issues that have affected the IDP program and MAP.**

3.1. The assessment team sought feedback from all the participants on what factors have negatively impacted progression in accomplishing the creation of a successful governance structure within the IDP or other areas of MAP, and what opportunities exist to better support and involve all faculty on governance matters. The major themes arising from their perception were:

3.1.1. The participants felt there is a willingness to generate ideas at the Leadership level, but not a willingness to see them through;

3.1.2. Participants observed Leadership spending much time and energy on tasks that are viewed as unimportant as compared to larger issues that have the potential to cause greater impact on the Faculty. For example, there was a lot of energy and time given to what the participants viewed as re-branding, rather than on pressing IDP related challenges;

3.1.3. The participants explained the lack of structure of IDP and C-Tech, combined with these programs having no Department Head or Chair, results in confusion and inefficiencies that would be not be present if these programs had a governance structure;

3.1.4. Committees are not formed using people appropriate to the task. Additionally, faculty and committees are not being involved in governance decisions. For example, One group interviewed stated the tech staff are not at the table during faculty wide-discussions when they should be;

3.1.5. The perception of continued conflict and disagreement among the faculty and between the faculty and Dean's office regarding IDP structure and operation has diminished the motivation of some faculty to become

involved in governance related topics. Further, it has caused senior faculty to shield and/or protect junior faculty, which in turn has limited junior faculty members' exposure to other departments, which has hindered their ability to gain an understanding of MAP as a whole system; and,

3.1.6. Opportunities presented by the participants, that they feel would better support and involve the faculty on governance matters include MAP-wide discussion forums to create opportunities for communication and engagement, creating safe spaces for faculty and staff to share experiences and to facilitate understanding of challenges and needs at the leadership level, and creating a structure that integrates input from faculty and staff, and outlines clear expectations for behaviour.

4. Support: restructure technical resources and support staff to enhance support and success for all departments.

4.1. The assessment team sought feedback from all the participants on the challenges to using resources more effectively, and engaging support staff more effectively to allow for a more balanced sharing of the responsibilities and resources in MAP and to facilitate cooperation to improve the effectiveness of current technical and administrative resources. The major themes arising from their perception were:

4.1.1. The participants explained that C-tech, not having been given its own dedicated budget, resources, or space, and being left since inception to fend for itself, has caused C-Tech's resource issues to affect other MAP departments in terms of equipment and space sharing, resulting in territorialism and lack of cooperation as each department protects its own assets;

4.1.2. The participants shared there does not exist an inventory reference of available equipment to inform faculty and staff of assets available for use;

4.1.3. The participants feel there is no standard process or expectations for equipment borrowing. Some equipment is not willingly shared because it is expensive. Borrowed equipment has been returned broken;

4.1.4. The participants shared there does not exist a real time schedule for reserving available spaces;

4.1.5. Participants shared that administrative staff have very heavy workloads. Some of the support staff have picked up looking after work that is not theirs, per se'. A lack of human resources requires some staff to take on additional work to assist with the management of non-departmentalized programs and Faculty;

4.1.6. Participants expressed the lack of effective onboarding process for new employees, which is not necessarily unique to MAP, affects newly joining faculty and staff. They are left to figure things out for themselves, and are not exposed to the full potential of the department and its resources;

and,

4.1.7. Suggested opportunities to improve effectiveness of current technical and administrative resources were to create a new employee orientation guide/program to ensure new faculty and staff understand their respective roles in the broader picture and have the opportunity to engage with people in other departments, create an equipment inventory, in collaboration with the departments, and an acceptable user practice guide, create a shared schedule for booking spaces, and have technical personnel available to all faculty and staff.

5. Workplace Culture: create and establish respectful interactions and communication within MAP.

5.1. The assessment team sought feedback from all the participants on the pathways to create and establish respectful interactions and communication within MAP, and opportunities to strengthen workplace culture, improve collegiality, promote a consultative approach, and have cooperative interactions among all faculty and staff. The major themes arising from their perception were:

5.1.1. Participants from all groups expressed a desire for some of their colleagues to be more considerate of the needs of others. Some participants shared they value their colleagues within their own department. They shared that some faculty focus on their own needs and accomplishments, and not enough on the overall success of MAP. Simple considerations need to improve, such as responding to email communication requests for information needed to set program-wide priorities;

5.1.2. The participants, mainly from the faculty and staff, expressed the culture within MAP needs to improve. They shared that interactions between faculty members can be strained, disrespectful, and aggressive. For example, yelling at one another, both privately and in front of others, is one poor behaviour that has significantly impacted others, and when not effectively managed by the appropriate level of authority, creates the notion of tolerance for the existence of a psychologically unsafe workplace. The participants that provided this were both directly involved and observers of the behaviour;

5.1.3. Participants felt strongly that historical and current conflict between some MAP members interferes with efficient and successful goal accomplishment. The conflict persists on many levels, and needs to be repaired so the faculty of MAP can move forward. Present division and isolation of departments are a direct result of faculty modifying their behaviours to avoid the conflict within MAP. Participants felt there is insufficient flow of open communication occurring that would naturally lend itself to synergistic problem solving and cooperation. It has caused a loss of collaboration, participation, and support for each other across departments;

5.1.4. Participants in this assessment felt there needs to be room for the expression of ideas without judgment or criticism from the Dean's Office. Constructive dialogue can exist without suppression of people and ideas; one's own opinion can exist in concert with the opinions of others;

5.1.5. Participants expressed they are fearful of making mistakes, because the Leadership use blame and public shaming as a go-to response, which needs to stop. Participants expressed that fear of making mistakes equates to fear to act; and,

5.1.6. Suggested opportunities to strengthen workplace culture, improve collegiality, promote a consultative approach, and have cooperative interactions among all faculty and staff included holding team-building events such as retreats, or other similar cross-departmental inclusive informal gatherings. A need to hold people accountable for inappropriate behaviours, an increase in communication related to issues that affect faculty and staff, and a top-down approach to celebrating and accepting differing points of view were also suggested.

Conclusion of Assessment

The Folk Consulting team is grateful for the opportunity to conduct this workplace assessment on behalf of the University and enjoyed interacting with all the employees of MAP.

Throughout this process, it was clear to the Folk Consulting team that the MAP program faculty and staff are passionate, committed, and talented. They desire to ensure the program is managed effectively so that the students of MAP are successful, and the programs are first-class. The faculty and staff within the specific departments value each other and understand their respective roles within the program. In general, people find ways to be happy in MAP and work well within the groups they have created amongst themselves, however, as the participants indicated through the assessment and discussed in this report, a lot of work remains to be done to repair misunderstandings surrounding the IDP, and repair relationships within and across the Faculty with many suggested improvements identified and requested by the participants.